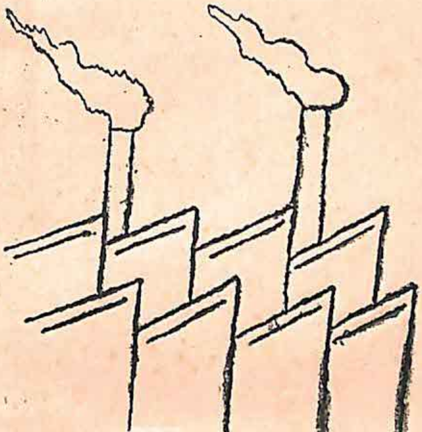
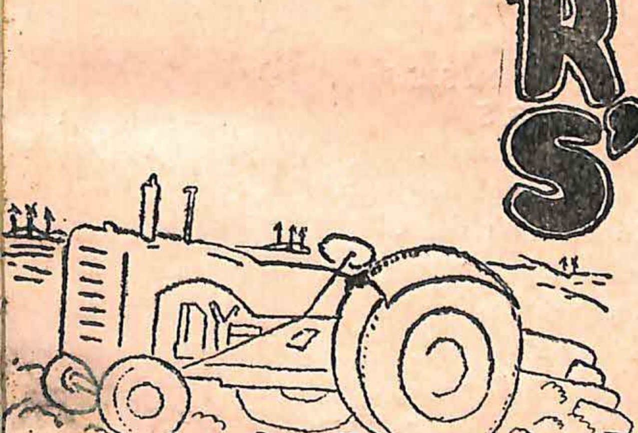
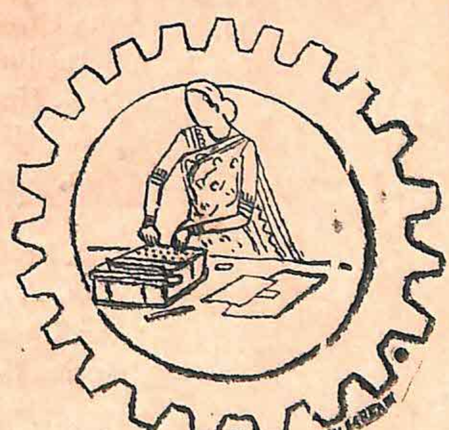
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Foreword

It is now more than 8 years since our Extention Service Department started functioning. We have been trying to help schools to improve themselves educationally. We are constantly meeting headmistresses and teachers, not only in conferences and seminars, but also in small, intimate discussions on day to day work and concrete problems. What we find most heartening is the genuine desire, among the majority of teachers, to improve their schools and provide better education to the children. It is a great pity indeed, that such sincere intentions are often not put into practice fully, frequently due to objective difficulties but perhaps more frequently for lack of courage and proper orientation and vision.

Our whole educational system appears to have sunk into a deep rut. Teaching tends to degenerate into mechanical repetition, learning is just cramming, and stereo typed examinations put a premium on rote memory rather than real intellectual worth. We are all conscious of these maladies and yet we appear to be able to do nothing to remedy the defects. We are so overwhelmed by our problems that we do not seen to be able to cope with any improvement programmes.

Not that I am minimising our difficulties, our problems are real, very real indeed and will have to be solved in the not very distant future. Yet we cannot afford to delay our school-improvement programmes, until such time as when all our requirements regarding building, equipment and salary are fulfilled and we have perfect syllabuses and textbooks to work with. We must improve the actual teaching in our schools even though the final examination may leave much to be desired.

Some have more courage and energy than others and have introduced remarkable reforms in their own schools. What is significant is the fact that they have to work with the same syllabus and examination system as the others who feel that no improvement in education is possible because of defects in the system. Again we should note that the schools which offer educationally better programes, fare better rather than worse in the final examinations than other schools which devote all their time, and energy in preparing pupils for the examinations. This is due to the fact that when school programmes are stimulating, the children develop more fully and this results in an improvement of all their work.

These of us who are still lagging behind must all come forward and take up school improvement programmes. It is only through more and more schools doing better work individually that education may be improved in general.

Nalini Das.

CHARACTER-BUILDING—A Psychological Approach

(Notes from a talk by Sm. Shanti Dutta, Chief Inspector, Women's Education, in connection with the Summer Vacation Training Courses held in May-June, 1963)

The building of character in secondary schools is closely related to the emotional integration of the students at this stage and it is difficult to say which of the two comes first. The recent emphasis on character-building arises out of the present needs of our country. Any nation aspiring to progress and lay its foundations on a stable basis has to reckon not in terms of industrial advancement, but of the values of its human materials. A civilisation rests on the contributions of each of its constituents and the standard and performance of its structure depends on the quality of the character of the contributors.

As intensive efforts for the development of the country are being made since the attainment of independence, it has been increasingly felt that the development of character-resource is as important as its other natural resources. Dr. Radhakrashnan had said in one of his recent speeches that we may build all the dams in the world, improve our economic status and the material standards of living, yet all would be useless if we fail to pay proper attention to the spiritual and moral development of our citizens, for it is on their integrity that the foundation of our national progress rests.

The modern world is a world of science. Science has helped education with increased equipment and materials but has failed to increase our moral stature even by a jot or tittle because it has failed to sustain the spiritual development of men. What then can show us the way to freedom from the jealousies, greeds, quarrels and wars that are besetting the path of the progress of civilisation ? And what should be the proper kind of education to enable human beings to follow that way ?

Looking back into the history of India we find the great ideals of cosmopolitanism, of renunciation, of opposition to falsehood and evil, but we find, at the same time, that our present field is strewn with all the evil consequences of a long period of subjection and the struggle against it. The present decadence of moral sense is a part of this general condition. It has expressed itself in our black markets and in corruption in many areas of administration and organisation. Antisocial elements have esconced themselves in society under the screen of the troubles and turmoils inherent in the process of obtaining independence. Revolutionary changes in power and territorial alignment have uprooted a large number of people who had to adjust themselves to unfamiliar ways

of life and many have not yet been able to do so. There have been unrest, insensibility, revolts and failures of duty on many occasions. These must be faced and remedies worked out.

The youth of our country are restless, they lack discipline and devotion, neglect their studies and their duties, they do not respect their elders and have no feeling for the traditional values of our country. Strikes in schools and colleges have become regular occurrences and standards of education are indubitably falling. Students of Bengal compare very poorly with those of other countries of the world and even of other parts of India. Most of the reports on different aspects and levels of education produced since independence have focussed on the same point—charcter.

In order to deal with this all-important problem we must first form a clear idea of what character is and how it is related to the symptomatic behaviours of the student community. The relationship of character with personality is an allied question. A good character would be an impossibility without an adequate personality while the understandings, attitudes and behaviours which compose character are parts of personality which consists of appearance, manners, deportment, social and personal relationships, intelligence, education etc. Behaviour presents character in forms measurable by accepted social standards of right or wrong, correct or incorrect. Honesty is a character trait which, when expressed in behaviour, can be measured by the yardstick of social norms, but personality traits cover broader fields. For example, a good runner may win a race, but this quality would have no relation to the person's honesty.

Each personality has a character which is formed by the values prevailing in home, school and society. The home is the first influence in this process of growth, then society, then school. The fact that a child passes a very large and important part of its day in shools makes it a major agency in the formation of character and specially so because many home backgrounds are inadequate for proper character development of children.

Disturbing or unworthy experience in home or social background in early childhood can leave its indelible stamp on character. Such children may become maladjusted, abnormal or delinquent and it would be a difficult but worthwhile task for teachers to wipe off the marks of their environments and lead them towards, higher ideals.

Some children start schooling in nurseries from the early age of 2/ 2½ years but the majority donot go to school till they are five or six years' old. They have some psychological needs when they come to school, like the need to know, to build and to create, to belong to society and be accepted as one of its members. These are very urgent demands which the school must satisfy in order to develop them as normal human beings.

It may be said with a degree of simplification that curricular studies are aimed to satisfy the need to know, while co and extra-curricular activities or projects, activity classes, hobby clubs etc are designed to satisfy the need to builds and to create, and thus the school is fitted to fulfil the functions assigned to it. Yet there would be more to do in cultivating the sense of belonging through devolution of responsibilities to pupils. If

the students were associated in different aspects of organisational work in the school they would learn to be proud of their school and their knowledge of the fact that the school depended on them would help to solve the problem of discipline to a certain extent.

As it is natural for children to prefer orderliness to confusion and to seek guidance and help from older people, they normally trust and obey their teachers and look up to them as models. Teachers should take advantage of these natural inclinations for the purposes of development. Their own characters should bear scrutiny and their habits and behaviour above reproach.

Surveys about the type of teachers students like best have almost invariably shown that the emphasis was primarily on human qualities. Pupils like sympathetic teachers but they also obey and respect those who are able to maintain order and make them work even if they are short-tempered.

It should be remembered that maladjusted teachers are bad for school children. It is true that teachers suffer from various kinds of frustrations, yet that should not altogether break their faith in life. Children of a nation must be protected from such desperate teachers who donot care for anything great or good.

It is necessary for us teachers to analyse ourselves. We become too involved in external things, too distracted by worldly troubles; we must learn to look inwards at times and try to come to some understanding with our own selves. We should face the fact that it would be impossible for us to inculcate anything good into the children if we were ourselves bereft of idealism and devotion.

The moral tone of a school is affected greatly by the society surrounding it. A look at the social and family backgrounds of the pupils of schools might reveal good as well as bad influences at work, it might show how the modern air of moral degradation has touched certain families so that they are unable to hold up human values or have lost direction in such a way that they are unable to give proper guidance to their chilldren. This is why many educators have spoken in favour of residential schools and Rabindranath Tagore had developed the Tapovana ideal in Shantiketan.

If some of the old ideals have become unfit for the times they may be rejected only after due rational examination and must be replaced by suitable new values and. if leadership is needed in this transitional period who else should be able to give it but those who have taken upon themselves the task of educating the next generation ?

Prof. Humayun kabir has written a booklet on the problems of student indiscipline and the loss of leadership of teachers. All teachers should read this book.

We place undue importance on the economic aspect of life we think that teachers have no say in matters of importance because they are poor. A survey of teacher-attitude was carried on in this Institute some time back which showed that their outlook was not dependent on their economic status. It is not true that respect will immediately accrue if the economic status of teachers is improved, nor does a teacher's devotion to duty increase through an enhancement of means. Many poor teachers are devoted to their work while many highly paid ones are fully commercialised.

(*Reported by Manju Gupta and Priti Sanyal*).

A Venture in Projection

(Report prepared on the basis of a note submitted by Sri T. Roy, Technical Assistant, Institute of Education for Women).

Our experience in schools showed that, in spite of the emphasis placed on the use of audio-visual materials at every level of teachers' training, even trained teacherswere unable or unwilling to make adequate use of such materials in their classes. It could be that, lacking proper orientation, they tended to pass on the same cheerless and abstract system of education which they themselves had undergone and it could also be true that most of the schools lacked the finances or the facilities for buying or preparing audiovisual materials.

These guesses taken together encouraged us to start an experimental scheme for helping teachers to prepare large classroom maps, charts, pictures etc at very little cost and the minimum of skill. We tried this technique in 1963-64 first on the B. T. students for helping them with the "apparatus" for their practice teaching and it proved to be so successful that we have decided to extend this help in 1964-65 to all other teachers seeking advice from the Department of Extension Services.

Our approach was simple. Every year B. T. students spend quite a lot of time and energy in enlarging charts, maps, pictures imperfectly or go to the expense of paying artists for such work, for B. T. students have to use these "apparatue" in their practising lessons and few have the artistic talent for making them easily and well. This year we helped them to enlarge small diagrams, charts maps, pictures etc from text books by having them projected through the episcope belonging to the Department of Extension Services. This episcope has a cooling fan which enabled us to have pictures projected for a sufficiently long time for teachers to copy without damage to the machine or the matter inserted. The students had to spend only small sums for the purchase of sheets of chart paper. A sheet of such paper was fixed on to a vertical board and the material to be enlarged was projected on it at the required size. All the teacher had to do was to pencil outlines and put the finishing touches in her own time. This method was so easy that students of classes IX and X of the Government Multipurpose Girls' School on our grounds came and enlarged their own materials when our B. T. students were working on a project on Social Studies with them. The list given below is by no means exhaustive, but will show the variety of subjects on a project on

Social Studies with them. The list given below is by no means exhaustive, but will show the variety of subjects on which materials were prepared.

A. Pictures and maps for history and social studies :

1) Different races of man
2) Series of pictures showing prehistoric man, his dwelling, his weapons and how he lighted fire.
3) Pictures to illustrate different episodes in the Ramayanas.
4) The Nine Gems in Vikramaditya's court.
5) Empires and pictures of Asoka, Harsha and some others.
6) Map of Greater India.
7) Hiuen Tsang's journey
8) Pictures of Jesus Christ, a Greek warrior, Charlemagne, Garibaldi, Cavour, Hannibal, Alauddin, the Moghul Emperiors, Akbar and the "Gems" in his Court.
9) Maps of the empires of various emperors, the spread of Islam, journeys of explorers etc.
10) Life of the Andamanese and maps of the Andaman and Nicobar Islands.

B. Large numbers of maps of all countries of the world for geography and also irrigation schemes of India.

C. For nature study - (1) pictures of plants and animals,
2) the respiratory system of a human being.

D, For literature—illustrations for various textbook stories and picture composition,

This experiment did not only help the B. T. students in their practice-teaching but also created such an interest in the use of visual materials in class teaching that we expect them to continue using them in their schools and to come back to us with fresh materials to be projected,

Some of the more fortunate schools who have episcopes or film-strip projectors will use them for enlargement as well as for direct projection in class rooms but the large majority of our average institutions have neither the finance nor the facilities for such work and we expect them to utilise the Department's equipment during vacations preparing nesessary materials.

The Cumulative Record Card

Some Difficulties in its Maintenance.

[The following report was received from one group only of the participants in our Pujah Vacation Training Courses held from the 4th to 14th November, 1963. We are sorry to say that complete records, as had been published on Social Studies in the last issue of Teachers' Quarterly, had not been submitted by this group. We are, however, printing these sketchy notes on a few points so that they may be helpful for teachers who are working on the same problems.—Editors.]

Introduction :

An intensive workshop training course on the maintenance of Cumulative Record Cards was held under the auspices of the Department of the Exension Services of the Institute of Education for Women, from the 4th to 14th November 1963. Twentytwo teachers who participated in this course discussed their own problems and tried to evolve solutions through a practical approach.

Prof. K.P. Chowdhury, in-charge of the Bureau of Educational and Psychological Research of the David Hare Training College, opened the proceedings with an introductory lecture and then continued to help the group regularly with advice and guidance. Profs. Divakar Mahanto and Srinivas Bhattacharya helped the participants to spot their problems and then to work for solutions. Questions facing the group were listed as fellowing :—

a) Reasons why the Cumulative Record Card should be maintained.
b) How it should be maintained.
c) Who should take part in the maintenance,
d) Practical difficulties of the work and
e) How to remove those difficulties.

The problems were approached from an objectively constructive point of view, because, understanding that the Cumulative Record Card was a very important document for the effective pursuance of multipurpose, higher secondary education, the participants felt that they should do their best in spite of all the difficultie sinvolved.

Discussions regarding three of items on the CRC have been given below,

Health Recod :

The main difficulty in maintaining health records of students was (a) how to collect the requisite data and (b) by whom. It was unanimously accepted that a specialist's help would be necessary regarding this matter and that it should not be difficult for a school to have the health of the pupils exmined by physicians because almost all have doctors on their governing bodies. It was felt that even if the doctor-members were unable to carry on the medical examinations themselves they should be able to find people to do the work.

In order to supply proper backgrounds of pupils to the doctors, schools should maintain records of pupils absent on medical grounds along with letters explaining such absences and present these records at the time of medical examination.

Headmistresses of schools which do not have even this minimum of amenity should take the help of local Health Centres. The diffiiculty in having pupils examined at such a public institution would be mainly regarding time. It is obvious that a health centre would not be able to examine a large number of them. The report of the Mudaliar Committee however has given a clear pointer in this matter by recommending that it would be better to have pupils examined well only once a year instead of having them seen sketchily twice. It was therefore recomended that teachers should take turns to escort small batches of students on different days in such order that all of them were examined once in course of the year. Headmistresses should make the requisite appointments with Directors of Health Centres.

Schools should constitute committees with the physical instructor, class teacher and some other teachers for looking after the general health of the students. They should maintain records of absence, illness etc and classify pupils into three broad categories in termsof good, bad of indifferent health. The committee should check whether absences stated to be on account of illness were instances of genuine illness. Whether pupils who were unable to take proper part in games and sports suffered from health defects and whether any of the students in classes had naural or visual handicaps or showed other signs of ill-health.

Some points were taken about teachers' attitudes, e.g.—in cases where the cause for students' absence from school has been given as ill health teachers should try to verify its genuineness through tactful questioning and enquiry from other students. It was also noted that teachers should try to control their general tendency to mark all pupils as "average" and to enter data objectively. One way in which the tendencey towards subjective marking could be checked would be for teachers concerned to make the entrees separately and then confer amongst themselves. It was unanimously agreed that all efforts should be made not to allow prejudice or favour to enter the recording of grades.

The problem created by absence of students on health examination days allotted to them could be solved by taking the absentees by turns with other batches.

Teachers' difficulties were also discussed by the participants. It was difficult for them to take individual data on account of overcrowded classes and time-tables. The individual differences of social and family backgrounds, of intelligence, interest, aptitudes and attainment of over forty students in each class involved them so much that they were unable to consider other problems. Also, whatever the rules of the Board of Secondary Education might be, teachers often had to take upto 34 periods a week of classes at times of pressure. Physical and mental fatigue arising out of this made them unable to accept further responsibilities or even to think of them. It was recommended that headmistresses should try their best to keep the work-load of teachers to 29 periods a week.

It was noted that many schools did not have physical instructors or a playground or even a hall large enough for drill or games. Under such circumstances the best use should be made of the small rooms available and part-time men-teachers should be appointed and suitable women-teachers deputed to take physical training. Even then proper physical instruction and noting of physical data would be too great a task if only one physical instructor was entrusted with it for the whole school. The opinion of the group was that all teachers should help with observations made in classes.

Taking up the difficulty of observing forty or more pupils in each class properly, it was said that teachers should divide each class into several small groups and observe each closely by turns. Rotating groups in this way, it would be possible to observe each closely in turn.

In order that the "average" majority may not be neglected, the noticeably good and indifferent ones should be separated before marking the average pupils.

In this way, the participants felt that at least partial solutions should be found to these problems so that the education given in schools might not be nullified by physical handicaps.

Positions of Responsibility :—

With the very few posts of responsibility available in the average kind of schools it is possible for only a negligible percentage of pupils to have the opportunity of training for leadership ; but as this is very important not only for students but also for the nation, large numbers of positions of responsibility should be created in order to find out future leaders and give them adequate training. The following suggestions were made in this connection :—

(1) The post of monitress should be given to every student by rotation according to roll numbers.

(2) Students should de given different kinds of responsibilities in the functioning of schools "days" and "ceremonies."

(3) Schools should introduce schemes of N.C.C., N.D.S. or Girl Guides and encourage large numbers of pupils to participate in the activities.

Some points to guide entrees on leadership were made as following :—

(1) Written notes of observations should be maintained instead of trusting to memory for impressions.

(2) All pupils must be given some responsibilities to discharge.

(3) Posts of responsibility may be filled by nomination or election as convenient for the school concerned.

(4) Whenever students of a school secure certificates, prizes, scholarships or other marks of distinction or hold positions of responsibility outside the school, the school should keep records of the same. This could be done by teachers in classes with the help of students' reports and this should not be difficult because cases of such distinction or leadership outside the school are never very large in number,

(5) In extending responsibilities to all students checking should be done with the help of roll sheet even in schools where the system of election prevails.

School Achievement :—

All the examinations taken in the school in each class in the whole year, should be considered in ranking in school achievements. The number of such examinations should be at least four for the purposes of a good average estimate.

In schools where there are not many sections in classes, the adding and everaging could be done by teachers themselves without much difficulty.

There would however be some anomalies in the procedure, for example, a student who has appeared in only two examinations (whatever may have been the given reason) could easily score a higher average than those who have appeared in all the four. On the other hand, good students may be unduly penalised if absence is counted as zero in averaging.

The difficulty that teachers would face would be that averaging each student and then finding out the percentage and the individual rank with reference to the whole class may be a really time-consuming job involving more work than the teacher can manage to do.

The difficulty in the first case may be alleviated by entering as remarks, against each student, the reasons for good or bad averages.

The delays and difficulties in ranking, on averages will only go away as teachers' work becomes faster with experience and practice.

(*Recorded by Chitra Dasgupta and Namita Dutta*)

SCIENCE DAY—MARCH 14, 1964.

(By Sobhana Dasgupta)

In the present educational set up, both in India and Western countries, Science is being given greater and greater importance by everyone concerned.

The stress on Science education is started right from a very young age in school and various means have to be found to make the subject interesting to youngsters.

It has been realised that any subject if it has to have lasting impression and effect on students, should be brought to them not only through the medium of text books and classroom teaching, but through various other activities. This is especially so in the case of Science which is very much a practical subject and related to life and everyday activities.

It is with this idea in view that science clubs and science fairs have been started on a more or less world-wide basis.

In Calcutta, a Central Science Club was started at the Institute of Education for women under the auspices of the Department of Extension Services. This club has as its members teachers from different schools and the purpose is both to increase the knowledge and efficiency of teachers, to help them in their teaching and in the formation of science clubs in schools.

This Central Science Club has been organising every year, since 1962 an annual Science Day. This year it was held on March 14, and thanks to the co-operation and enthusiasm of different schools, it was a remarkable success. It had been decided at a meeting held on Feb, 12, which was attended by a large number of teachers, that besides the exibition of science materials made by students there would be an essay competetion and also an extempore talk competition.

The following subject was decided for the essay—"My objectives in joining the Science stream"—and it was for students of classes IX, X and XI. The essay was to be written in school in not more than one hour and in the presence of a teacher. The students were given the subject beforehand. Altogether 105 girls from 11 schools participated in the essay writing. A panel of judges were selected by the Central Science Club and prizes were awarded to 4 students—

First prize—Anupa Bhowmick—Sakhawat Memorial Girls' School

Second prize—Puspa Bhatt—Ballygunge Siksha Sadan.

Third prize—Chhanda Bhattacharjee—Govt. Girls' M. P. H. S. School.

Special prize—For the best essay written in Hindi—Urmila Sarma, Ballygunge Siksha Sadan

Quite a number of the essays were of very good standard and the judges had to decide very carefully as to which were the best.

The subjects for the extempore talk were—

1) Why are there so few women scientists ?
2) Use of electricity in daily life.

3) Space travel.
4) Use of leisure for developing scientific attitudes.
5) Every school should have a science club.
6) Interdependence of plants and animals.
7) My favorite Scientist.
8) The most remarkable discovery.

This list was sent to different schools so that the students could come prepared to speak for 3 minutes on any one of the above subjects which would be given to them. 35 students from different schools participated and it was surprising to see how stage-free and pleasant these young girls could be.

Dr. K. N. Mitra, Sja Nalini Das, Sja Bijaya Sengupta, Sja Bijaya Gupta, Asst. Prof. Inst. of Education for Women were the judges. The first prize went to Puspa Bhatt, Ballygunge Sikha Sadan and the Second Prize to Shima Chakravarti, Brahmo Balika Sikshalaya. Teachers and students from different schools listened to the talks and we are quite sure enjoyed every minute of it.

The exhibition was kept open from 11 A.M. to 3 P.M. The following schools participated—

1) Modern High School
2) Lake School for Girls
3) St. John's Diocesan Girls' High School
4) Muralidhar Girls' H. School
5) Sakhawat Memorial Girls' H. School
6) Multipurpose Govt. Girls' H. School
7) Ballygunge Siksha Sadan
8) Chetla Girls' H. S. School

The exhibits this year were many and of a suprisingly good standard. It was revealing to many visitors how well and how thoroughly young girls can work out and demonstrate scientific facts and principles.

The award for the best school went to Modern Girls' High School and prizes were also given for the best exhibit from each school.

Judges for the exhibition were—Dr. K. Mitra, Sja. Nalini Das and Dr. Devi Chakravarty. The Exhibition and talks and prize distribution were all held in the college building of the Institute. Sja. Das and Dr. Mitra spoke to the teachers and students, and Dr. Mitra ditributed the prizes. A running shield is given each year to the best school. Rs. 5/- prize bonds were given to each winning contestant.

It was decided at the meeting that since the number of entries were large and the standard of exhibits was high, the exhibition should be kept open for another day atleast so that more schools could have the chance of visiting it. But unfortunately the student disturbance in Calcutta, the following day, forced us to close the exhibition and dismantle the exhibits.

As more schools become interested in the Science Fair we hope it will be a greater and greater success in future and make the enterprise more and more worthwhile.

BENGAL WOMEN'S EDUCATION LEAGUE

The thirty seventh Annual Conference of the Bengal Women's Education League was held on the 6th, 7th and 8th February, 1964 at the Lady Brabourne College Hall.

The business meeting with reports and elections was held on the 6th at 2 P.M. Unfortunately the League had to lose two very important members of the Committee who retired after having served for many years in different capacities.

Miss Suniti Gupta who had been Divisional Inspectress of Schools and had retired from Government Service as the Principal of Lady Brabourne College was one of the founder-members of Bengal Women's Education League. She had taken a leading part in making the organisation popular among practising educationists and students of education as well as the inspectors and other government officials. She had been the permanent president for a long time and now felt that she needed rest. The members understood and accepted her desire for peace, but could not help feeling the loss and we all hope that, as a patron, she will continue to give us as much help and support as she had been giving in the past.

Mrs. Griffiths, who also retired from the committee, was the Hony. Treasurer. She had come to India in 1920 with her husband as a missionary of the Methodist Church and had joined the League in 1940 on coming to Calcutta. She, like other members of her Mission, had given the League all support including a venue and a home through the long years and is now giving up her committee membership because she and her husband are going back to their country after completing a long period of missionary service in India.

The programme of the Conference went on smoothly in spite of the feeling of denudation in our hearts.

A symposium on "Changing Attitudes of Teachers and Students—Some Causes"—was held on the 7th February at 11 A.M. with Sm. Santi Dutta, C.I.E.W. on the chair and the following speakers Dr. G. Kapat of the Education Department of the Calcutta Uniyersity, Sm. Gouri Ayyub of Sri Siksayatan Training College, Sm. Bina Bhowmick of Jodhpur Park Higher Secondary School, Sm. Sati Devi of Govt. Girls' M.P.H.S. School, Alipore and Sm. Tapati Dutta of Sakhawat Memorial Govt. Girls' School.

The afternoon session of the same day was observed as a memorial meeting for the Bengali dramatist D. L. Roy whose birth centenary had been recently celebrated. The author's daughter Sm. Maya Devi was the Chief Guest and conducted a short programme of her father's songs, Sri G.P. Bannerjee spoke about the works of D.L. Roy while Sm. Maya Devi told the gathering about some of her childhood reminiscences.

The importance of the years 1962-64 was remembered at the morning session at 11 A. M. on the 8th February, 1964 when Sm. Bani Roy snoke on the women poets of the century and Prof P. N. Bisi, who presided, gave a general review of the development of literary forms and ideas in the century.

An exhibition of educational literature and scientific appliances offered by some publishers and manufacturers was kept open through the duration of the conference.

BOOK REVIEW

Further Aspects of Education in India and Abroad :—By Austin D' Souza. *Orient Longmans Ltd. Price Rs. 6·50 P.*

Austin D' Souza is no new-comer to West Bengal Education and the book under review is a sequel to his "Aspects of Education in India and Abroad." The Further Aspects......" are described as a continuation of the "voyage of discovery and interpretation into significant contemporary aspects of educational theory and practice..." The critic feels that the voyage could have been better charted with less zigzagging and more integrated planning, that the author should have spent some time in recasting his essays into well organised chapters of a book on comparative education. What he gives, however, is not negligible.

The aspects of education dealt with are (a) control and administration, (b) inspection and inspectorate, (c) womens role and education in new India, (d) education for leadership with reference to public schools, (e) teachers and their training and (f) education for peace. The countries "abroad" touched upon are England, France and the U.S.A.

The main points in the discussion on administration are "control" and the relationship between the three principal echelons of the Government—the Centre, the State and the Local Authority. These relations, as determined largely by "the political social, moral and religious history, traditions and character of the country concerned" swing "between the extremes of absolute centralism and almost complete decentralisation with many countries taking up a middle of the road stand."

France is an example of "complete centralisation" which ensures "a considerable degree of uniformity in administration" "decentralisation is the predominent feature of the educational landscape" in the U.S.A. and "England, with her genius for compromise, has managed to find a middle way between the French and the U.S. extremes." India has autonomy of the States, delegation of some powers to urban and rural authorities and a minimum of central interference.

The author discusses the principles of administrative control with reference to democratic ideals. Family being "the basic unit of society" parents should be given the greatest voice in the framing of the policy and structure of education and only "if parents cannot or will not fulfil their obligations...has the State the right to interfere."

Similarly, the states should have autonomy in education while the Central Government formulates general policies, extends financial assistance and steps in only when the State Government is unable so fulfil its obligations.

This has been defined by the author as "the principle of subsidiarity", i.e, "no

higher or more powerful society or organisation should normally usurp or take over any functions that can be adequately performed by a lower society or organisation."

The administrative systems of education in England, the U.S.A. and India have been described. The English system is one of "joint concern and responsibility" between the Ministry of Education and the Local Education Authorities, The Ministry does not operate educational institutions, lay down syllabuses or conduct examinations, but prevents widespread local variation and slackness. In recent years, specially in the 1944 Education Act, equalisation of opportunities in education for all has increased ministerial control to a certain extent. Inspectors are servants of the State but teachers are employed by the L.E.A. and the Governing Bodies of schools and have freedom in the choice of curricula, textbooks and methods.

Education in the U.S.A, is the concern of the people and its main responsibility rests squarely on the shoulders of the community. This autonomy is jealously guarded, but the feeling is that "no level of Government should be relieved of its appropriate responsibility in fulfilling its commitments." The relationship between the State and the local authorities varies from state to State and the general trend shows an increase in the proportion of Federal expenses on account of its responsibility for national schemes of vocational education, science education, guidance, school meals services, health services etc..

The movement of the administration of education in India has been from complete centralisation via complete decentralisation to a healthy balance between the two. The author feels that—"an educational revolution" is needed for meeting the challenge of the times and that such a revolution has already started. What is now necessary is a new outlook and spirit and a more comprehensive dynamic and democratic system of educational administration. He therefore, appeals to administrators "to leave the sanctuary of their offices and the ivory tower of routine administration and filework and enter into the dust and heat of the educational arena." He also lays down very high desiderata for them and demands that suitable "conditions of service" should be provided to attract such persons.

The discussion on inspection involves the systems of the U.K., the U.S.A. and India.

Inspectors in the United Kingdom belong to Her Majesty's Inspectorate which forms a separate and independent department of the Central Ministry of Education. Their principal function is "supervising and promoting the efficient working of the schools." They help to harmonise and to promote a happy and dynamic synthesis between the national educational policy and local initiative. They also form a direct link between the school authorities and the L.E.A.s. As they are not burdened by the day to day administration of schools, which is carried out by the local Directors of Education, they can pay regular visits to schools. Suitable salaries and service conditions attract the very best men of the country to these posts.

In the U.S.A., Local School Boards elected by adult franchise are responsible for

the administration of education. The states also have their Boards of Education with State Superintendent and experts. These State Departments are "consulting specialists" and have no inspectorate like the H.M.I. of the U.K.

The need for uniform state, regional and national evaluative criteria gave rise to large voluntary Accrediting Associations in the U.S.A. and the historic "Co-operative Study of Secondary School Standards" was instituted which drew up criteria in 1930, 1940 and 1950.

The scheme starts with "self evaluation" of a school by its own staff with the help of comprehensive and detailed checklists, questionnaires etc. This is followed by a committee of outside experts appointed by the Accrediting Association or the State Department of Education. Their report would contain two sections—"commendations" and "recommendations" and the author's opinion is that this system leads to improvement in the quality of schools served by it.

In India, "Many a frustrated teacher is to be found in the ranks of the Inspectorate," but it has its "average and above average successes and its brilliant few." (May be the author is amongst them). As the Inspectorate forms a link between the administration and the school, the success or failure of our educational system depends on the Inspectors. The picture, at the present is rather depressing. Poor salary and service conditions keep better quality people away from these services and too great a burden of addministrative responsibilities make good educational work impossible.

Mr. D'Souza is at his weakest in discussing "woman's role and her education in the new India". "Free India" he says "is still largely a man's world." He believes that "women provide a stabilising factor in the evolution of society" and proudly acknowledges that "It is to their lasting credit that many Indian women...took their rightful place...in the great struggle for freedom." He also points out that "India was the first country to appoint a woman as a Cabinet Minister and the first woman diplomat'....He however quotes general Cariappa to remind us that "The first duty of women is to stay at home and bring up their children to be good citizens".

In defining the type of education most suitable for women the author proposes to steer clear of both "the orthodox, traditional, diehard school" and "the progressive, emancipationist school." In his opinion women must be educated to earn their own living to provide against future misfortunes, but, what is more important, they must learn to "live a good life as wives, mothers and citizens." He mentions "the physical and psychological differential" as well as "the differences in function and emphasis" between the sexes. One can hear echoes of Tennyson— "Woman is not undeveloped man, but diverse"...in continuing to read that—"Woman was created not to be a rival a plaything or a slave of man, but to be his helpmate ; not to compete with man, but to co-operate with him in building of the family." Therefore, the most suitable education for women is the inculcation of general culture plus a trade. Mr. D' Souza leaves no room for doubt that this is a man'scountry.

The discussion on public schools centres round the question whether this type of education for the elite is out of date in the context of modern democracy. Democracy demands education both for the masses and their leaders and therein lies the necessity for "selecting potential leaders in all spheres of national life and giving them a special type of education." The author is of the opinion that potential leaders can be spotted as early as between the ages of 5 and 11 because of high level of physical development, health, mental and social adjustment, I.Q. etc. and that special provisions should be made for them through enriched or rapid-progress curriculum and a wide diversity of co-curricular experiences.

The author describes how in recent years the exclusiveness of the English Public Schools has been broken with the help of scholarships and free places for poor but able children and how curricula, ideals and objectives have been changed in the light of new needs and new conditions.

The Indian Public Schools also have been under fire by fanatics as well as by "mature, responsible and liberal-minded educationists", and whether this system can contribute anything of value to the future development of the country is a moot question. In the author's opinion, with their better-paid teachers, a close contact between the teacher and the taught in a residential system and the experience of "good life" not "constructed upon a foundation of material values alone," the Indian Public Schools can yet produce "living exemplars of citizenship".

The position of Anglo-Indian Schools in India is "somewhat analogous to that of the Public Schools." In addition to Anglo-Indians and Indians these schools educate children of various races and communities like Armenians, Jews, Parsis, Chinese etc. This gives them a cosmopolitan character with the ability to promote genuine communal harmony and emotional integration. This, along with the "superior quality of discipline, character-formation and teaching" make them "among the best schools in the country."

In considering various problems of teachers' training, the author points out that the most important positive influence in developing "a complete personality and many sided interests" in the young "after the parents is that of the teachers," therefore, "what a teacher is, is much more important than what he teaches."

In both the U.S.A and the U.K—"selection of the right teacher-potential", constitutes "the key to an effective teacher-training programme." Then the education of the teacher is planned as a complete and manysided process of development aimed at producing the right type of person as well as the right type of teacher. In the U.S.A the majority of States grant temporary licenses to teachers fresh from teacher colleges who have to continue their education and training at approved evening, weekend and summer courses over a certain period of time to qualify for permanent licenses. Total development is sought in the lecture halls, classrooms, playing fields, library and common rooms.

In India it is estimated that atleast two lakhs of teachers will have to be trained per year for the next five to six years to fulfil the requirements of free, universal and

compulsory education for all children from 6 to 11 years of age. This, in the author's opinion, can be achieved only by taking up a high pressure emergency training operation. It is true that the salaries and service conditions of teachers as well as the quality of training given must be improved, yet the usual as well as the "emergency" work should proceed in the intervening period with the available "impromising" material and with some enrichment of the existing curricula.

As an example the author gives a description of the Emergency Training Experiment in England when the requirements of first, the war and thenthe 1944 Education Act involved the quick training of 70,000 additional teachers. About 30 Emergency Training Colleges were involved in this experiment. Men and Women were attracted from other professions with the help of competitive salaries and service conditions. The course covered a period of 48 working weeks plus 4 weeks vacation. Teaching was mainly through seminars, discussions and private study and there was no formal final external examination but cumulative internal assessment was done throughout the year. This was supplemented by a two-year period of probation or supervised further education as an integral part of the training. The E.T. Colleges were mostly staffed by practising teachers from schools with a sprinkling of training college experts.

Then there is a comparative study of a pilot Emergency Training Experiment undertaken under the aegis of the Education Directorate of Bengal. This scheme was undertaken in one training college for replacing teachers of Anglo Indian Schools who had joined the armed forces during the Second World War. The author, as the Inspector of Anglo-Indian schools in the province was instrumental in organising "The Emergency Evening Training Course" with the help of the training college authorities and a subcommittee of the Board of Anglo-Indian Education.

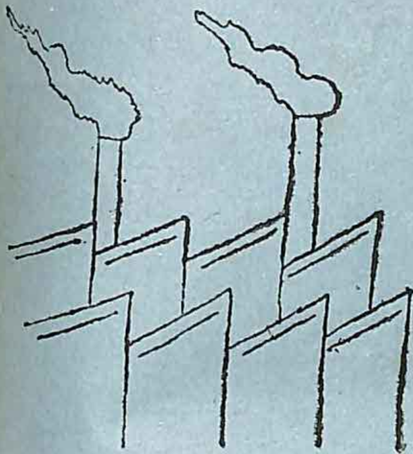
Classes were held three evenings a week from 5 to 7 P.M. over a period of two years which was roughly equivalent to a one year full-time course. In most other aspects this course was modelled on the E. T. Course in the U. K. as described before and evaluation consisted of 60% external and 40% internal assessment. Questions were both of the "new" and the essay types. Grading in internal-cum-external assessment of practical teaching was by A.B.C.D. scales.

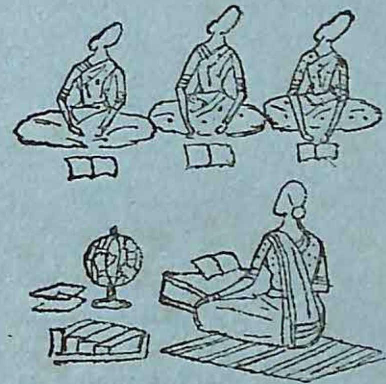
The last chapter of the book is a discussion on education for peace. The social, cultural and psychological roots of warmindedness can be dealt with through education in the home, schools and in society at work and play, by instruction and experience, through the teacher, the press, the Radio. T.V., the Cinema and every other available medium of mass education. The duty of the schools is to create the right attitudes in the pupils. Unfortunately, most schools do just the opposite and not a few seeds of war and conflict are planted in the minds and hearts of children during the most formative and impressionable periods of their lives. As, however, our whole social structure is based on a hostility pattern of personality and "successful againstness gets the highest rewards" in school as well as in society, the author feels that the desired change cannot be worked in a vaccum nor by a didactic approach, but by practical living and working in schools as well as in the social background.

Kalyani Karlekar

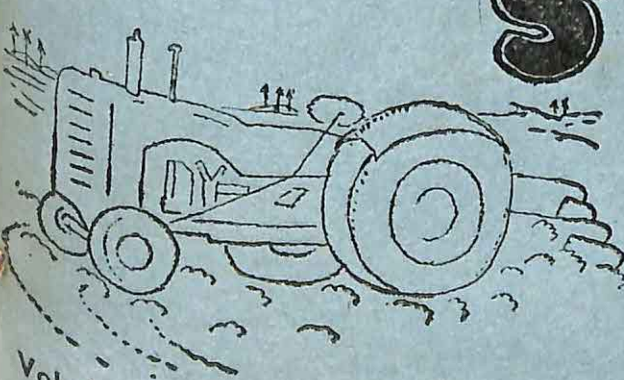
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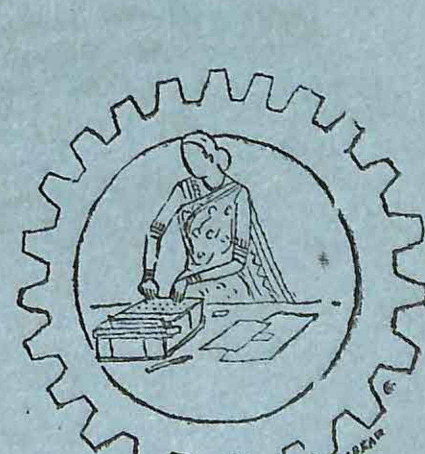
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TEACHERS' QUARTERLY





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Teachers' Quarterly

FOREWORD

The Summer Courses of our Extension Service Department were as popular this time as in the previous years. Detailed reports of the various workshops will be available from the pages of the Teachers' Quarterly.

The group of teachers working on the production and use of educational tools found their field of work to be interesting and profitable. The small exhibition of their own work, set up by them after the completion of the course, was indeed remarkable. Such apparatus produced by the teachers themselves, can transform a dull or dreary school room into an attractive place.

The refresher course on English was also very successful. The group of teachers worked very hard and learnt many useful things. I hope that, when they go back to their schools, they would actually put into operation some of the new techniques learnt during the workshop.

The most remarkable workshop of the summer course was, however the administrative training for junior headmistress and assistant headmistresses. It was popular indeed ; 55 participants actually joined the course, and many more had to be refused admission as we could not cope with a larger number. Much of the thanks for the success of the course goes to Sm. S. Dutt, C. I. W. E., who had originally suggested the idea, and also actively helped us in the organisation of the workshop.

The Senior officers of the inspectorate and headmistresses with long experience, who had been invited as resource personnel, worked earnestly to help their colleagues with less experience, to master the secrets of efficient office administration and organisation of the school. The close and friendly cooperation between the headmistresses and the inspectors was most heartening.

Improvement of education in a developing country requires all out and sincere efforts from all parties concerned with education. There can be a real reform and renaissance in the schools only when the teachers and headmistresses who run the schools and the officers who inspect them, can see eye to eye and work as a team, instead of working at cross purposes. The Extension Service Departments of the training colleges are perhaps, the best platforms for bringing them together.

Although we have always had the most friendly co-operation from the State Inspectorate, during the running of this particular course we felt, more than ever before, that we were all co-workers in the field of education.

I am confident that the participants of the course would be able to organise their own work more efficiently, when they go back to their schools. I hope that we shall be able to arrange more courses of a similar nature in the future, to accomodate those who had to be disappointed this time.

Nalini Das.

Teachers in Nation-Building

(Notes from a talk by Dr. B. Dutt, D. P. I. in the Education Week Programme, 1963)

Dr. Dutt referred to his own experience as a lecturer and professor in colleges and said that even in the Presidency College which had a reputation for its excellent teaching staff, examination results depended mostly on the quality of students admitted. Schools laid the groundwork of good studentship while colleges could only improve upon the work and carry it further. It was almost impossible, in the restricted sphere of teaching in colleges to remove any fundamental defect or recast a weak foundation. Schools were therefore, in his opinion where the future of the students individually and the nation as a whole was built.

Students came to schools at a very early age and stayed on upto the age of 15 + or17 + All the good qualities of character, of thirst for knowledge and love of learning could be instilled within this period and never thereafter. Hence, it could be said that the responsibility of developing good citizenship rested squarely on school teachers and that college teaching was comparatively easy work.

It was the duty of teachers to keep in constant touch with the state of the nation, specially in times of emergency, and the speaker was happy to be able to say that the teachers of secondary schools in West Bengal (of whom the present audience was a section) had risen to the occasion when India's borders had been violated by Chinese aggression. A condition of emergency always brought difficulties in its train and the severe strain could even dislocate the system of education in the country ; but it should never be forgotten under any circumstances that the integrity of the nation was the first concern of all citizens and, if necessary, they should be prepared to sacrifies everything else before the prime need.

At the time of speaking, however, India was not immediately faced with that extreme danger, though the need for preparedness still remained. The present respite could be availed of as time granted for preparation against the occasion when the nation must meet a second attack whenever that might come in the future. There should be no element of conflict between the process of such preparation and the general procedures of education in the country. Rather, it was important, for the purpose of increasing our powers of resistance, to increase the number of educated people, of technicians and scientists in the country. Women teachers should specially acquaint themselves with the part to be played by women in this work of preparation. It would necessary to produce large numbers of women scientists, technicians, drivers of buses and ambulances to release men for the front in case of actual warfare being imposed upon the country again. It would be there duty to encourage girls to take up science studies by removing the irrational fear of mathematics from which many of them seemed to suffer.

Our system of education should be able to instil patriotism into the students. It is very difficult to find the roots of real patriotism in modern society, specially in a country of

many races, religions and languages like India. Other countries of the world have diversities, but not of all the kinds as in ours. It may be that our nationality is contained in our long history and special aims and view of life.

In the British period, resentment against a foreign rule was the mainstay of our nationalism. As a spectator of the political scene from the Non-cooperation Movement of 1921 when he was a mere schoolboy to the Quit India Movement of 1942, the present speaker had found all of them to have been bound together by the single feeling, the single aim of driving the British out of this country. This aim, however, vanished as soon as the British rulers left the land and the binding force of our nationalism seemed to give a little.

This process of disintegration worried the leaders of the country and, ultimately, a national committe on Emotional Integration was appointed under the chairmanship of Dr. Sampurnanand, This Committee in its report, had pointed towards various possible causes for this laxity in national life and had given various recommendations for their removal ; but the Chinese invasion came and showed the existence of a strong national solidarity before any of recommendations of the committee could be given effect to.

The question that had, however, te be faced, was whether foreign domination on aggression was a necessary stimulant for Indian integration or whether there was a positive emotional ground for it. It should be remembered in this connection that whatever might have been the negative aspect of India's fight against the British, the positive proposition of an independent Motherland had been always there in the back ground. This positive ideal should now be placed before students by means of a clear picture of India's future. This picture will have to be complete in all its aspects—political, economic and social—along with an indication as to how the objectives would be achieved.

Such pictures could be found in our Five Year Plans of development but they had not yet been sufficiently publicised amongst the general lot of our people. These plans, however, gave phazed pictures and were, to the extent broken and partial. A more comprehensive system of "perspective planning" was therefore being adopted which would hold up a meaningful picture of a period of twentyfive years from 1961 to 1986. From this it should be possible to visualise all the aspects of India's progress over a quarter of a century and such an approach, adopted in schools should offer an adequate basis for the achievement of national, emotional integration. This could be worked into school syllabuses in courses of theoretical and practical training in conscious and understanding citizenship and a nationhood which would hold together without the accidents of subjection or aggression.

(Reported by B. T. Students 1962-63)

Teaching English in Secondary Schools

A refresher course for Secondary Schools teachers who are engaged in teaching English in vernacular medium schools was arranged for a fortnight under the auspices of the Extension Services Department, Institute of Education for Women, Calcutta in the Summer holidays (3rd June to 17th June 1964).

The course had two sessions daily, morning and afternoon and the thirty participants were divided into three groups as :

Group A— Teachers of Higher Secondary Classes
Group B— " " class VIII
Group C— " " Class VI & VII

The course was planned by Miss A. Bose and the actual teaching was however conducted by three persons—Miss A. Bose, Mrs. B. Sarkar and Mrs. S. Guha.

Miss Bose took classes on a) Analysis of the text material with a special reference to classroom situations.

b) Pronunciation.

c) Preparation of lesson plans on teaching grammar, composition, Prose, Poetry and translation.

d) Construction of objective tests as an evalution technique.

Mrs. B, Sarkar on Reading—comprehension at varlous levels,

Mrs. S. Guha on a) Pattern Practices.

b) Dicussion on writing composition, structural approach, vocabulary active and passive, Higher Secondary Examinations questions.

The main purpose of the course was then obviously, to help teachers recognise the value of situations and experience of the children with the various linguistic materials in the classroom. Lectures, discussions and exercises were, therefore, arranged on the actual problems of the classroom.

A general discussion on the aims and techniques of teaching English a living language, with special reference to the acquisition of the four skills a) speaking, (b) reading, (c) understanding and (d) writing in living situations was held. The technique of teaching English in tables was also demonstrated and in this connection the basic sentence patterns in English were analysed and explained. The elements of each skill were dtscussed at length and their relative importance pointed out.

Analysis of the text materials. Certain lessons from Deepak Readers (Books II, III IV) the most widely used text book in the West Bengal schools were analysed mainly on the basis of some special linguistic materials the importance of which the teachers often fail to recognise. In order to make such materials meaningful and interesting to the children the participants were taught to frame open questions which generally help children concentrate on a particular learning point at a time without any strain. Thus the signalling questions on

Adverbials with 'how' 'when' and 'where' were practised. Special emphasis was laid on the drilling of correct question forms and question tags. Different substitution tables showing the changing positions of adverbs in sentences were constructed and the effective use of such tables in a classroom through adequate questioning was demonstrated. The participants were trained to construct substitution tables themselves and to frame appropriate questions in order to invoke the interest and attention of the children to the particular teaching point.

In this way, lessons on "countable" and "uncountable" nouns and the restricted use of the indefinite article with such nouns were prepared through the question signal of "how many" and "how much."

Likewise, "if" clauses mainly in three different verb tenses, with reference to three different situations were discussed and a substitution table in each case with four sections each was drawn up to make clear the different usage of such a clause. The participants were also directed to frame appropriate questions from such tables with a view to applying the same on their pupils. Such questions to be so planned as to bring the children to the correct meaning usage of the "if" clause with the corresponding tense.

Similarly attempt was made to remove the confusion between present perfect tense and past tense, present tense and present continuous tense, gerunds and a particle, etc., and in each case, participants had to work out several exercises from the workbooks, construct substitution tables for classroom teaching.

The technique of teaching the splitting and joining of sentences was also discussed at length.

All such linguistic materials were however, picked up from the text books and it was pointed out that the teaching of grammar, composition and translation may be very well linked up with the text books In each of these cases, attention was drawn to the technique of the presentation of the material in the classroom to motivate children towards recognition, imitation, acquisition and reproduction of the linguistic material.

In the absence of Demonstration lessons which could not be arranged during the holidays, a detailed discussion on lesson plans together with the expected reactions and participation of the pupils in the classroom was conducted. Thus actual lesson plans were made on teaching particular piece of poetry or prose, on picture composition, dialogue writing, translation, etc. The participants had to prepare lesson plans as well on different topics, like teaching grammar, composition and poetry.

Besides all these, a regular class on prouounciation including sound patterns, stress, rhythm and intonation was held in the morning sessions. The main difficulty of Bengali children in hearing and reproducing certain sound patterns was analysed first and the technique of establishing the habit of correct learning and reproducing the sound was illustrated through various examples. The participants were, of course, directly involved in the work of ear training on stress, rhythm and intonation. The I. P. A. alphabets were however, taught with a view to helping the participants read a prouncing dictionary correctly.

An attempt was also made to teach them some methods of evaluation and the construction of objective tests on the most difficult areas of learning English. Thus a few objective tests on pronounciation, spelling, comprehension of the vocabulary, various items of

composition and translation were shown and discussed. The participants also made a few contributions towards this enterprise.

(A. Bose)

Discussions with the English Group

1. General discussion—Skills aimed at the teaching of English : main skills—(1) speaking, involving correct prounciation, stress, rhythm, intonation, vocabulary, correct structures, idiom—producing stream of speech ; (2) understanding both spoken and written English—involves recognition of correct stuctures, following the stream of speech, following meaning or comprehension, (3) reading—loud and silent (4) writing—reproducing correct structures in simple passages and letters. Subsidiary skill of translation. Appreciation of literature at highest level of language learning. Relative difficulty of the skills expected. Silent reading for comprehension the most important skill for our purposes.

Reading English—purposes, desirability of inculcating reading habit mechanics of reading—loud reading.

Group A—Higher Secondary classes.

1. Higher Secondary English—Consideration of the course, aspects of language learning covered, skills expected, usefulness of what is taught, examination of the examination.

2. Comprehension and silent reading—types of questions in comprehension work-discovering meaning, finding the gist, intelligence questions, language study. Methods of teaching children to answer comprehension questions. Examples of questions with passages from Deepak Readers intelligence questions, Book V. Consideration of questions by one of the trainees.

3. Dialogue—writing—purpose—interesting situations for a dialogue—methods of teaching dialogue—writing—examples from workbooks—dialogues built up between teacher and pupils—between pupils others—writing them down—group work—individual work.

4. Essay writing—from the smallest unit to the largest. Joining of transformation of sentences—arranging sentences to form a paragraph—examples from International English—jumbled sentences put in order. Paragraph-building based on pictures, paragraph building by expanding outlines, completing paragraphs from first sentence, three—paragraph compositions from pictures, outlines, completing composition given one paragraph and outlines for others, jumbled paragraphs put in order, main ideas in each paragraph—examples from Work Books. Essay from outlines.

5. Remedial Exercises

Group B. & C.

Preliminary steps before teaching reading—oral work, reading material to fel ow speech material—preparation of language background. Methods of teaching reading phonic, word, sentences, story. Skills involved in reading—mechanics of reading.

Group B. Higher primary classes.

1. Purpose of detailed reader—purpose of rapid reader.

2. Preparation before reading—aim in teaching reading—teachers reading—ohoral reading—individual reading—drilling through pattern practice and substitution tables preparatory to reading—pronounciation drills—new words pointed out and disscussed.

3. Model reading lessons at 3 levels of progress in reading.

4. Comprehension—when to start comprehension work—consideration of comprehension exercises in the Read and Learn Series—only meaning questions to begin with—later other types of questions—comprehension, examples from work Book considered with types of questions. Also Deepak Readers Book IV and Orient English Reader Book III.

5. Examples of questions for language study.

Group C

The same as group B, but at a lower level—lower primary classes. Oral preparation for reading discussed in greater detail-oral drills using loanwords—first ten structures of the Hyderabad syllabus discussed. How oral material forms the basis for reading in the first reading lesson.

(B. Sarkar)

Keeping in the mind the new approach to the teaching of English as a Foreign language and the need of the teachers, the following areas were stressed, during the courses by Sri Sadhana Guha :—

I. The structural Approach : Many teachers attending the course were already using the Peacock Readers pnblished by the Institute of English, West Bengal but had no idea about the structural approach. Hence it was thought essential that the teachers be given a general idea as to what was meant by the structural approach and why there was so much stress on this approach now a-days. To give them an idea of the stuctures in a Reader written according to some structural syllabus, the first Reader, of the Deepak Series was throughly analysed. Specific suggestions were also given as to how to use the Peacok Readers and how problem areas (tenses, question forms, prepositions articles) should be dealt with carefully and revised from time to time. Teachers were also made aware of the differences of opinion amongst specialists as to the order of gradation of structures. As teachers our look out should be to understand the Principles of the approach and thus introduce or reject a structure at a point that we may think convenient or inconvenient.

To give an idea to teaehers teaching in VII, VIII and IX-IX as to what important structures could be taught in these classes, the uses of **indirect speech** and **passive voice** were dealt with at some length. Besides, the use of tag questions, participle phrases, gerunds, infinitives and different types of clauses etc were also dealt with in a general way.

In conclusion, the **need for an intergrated course** throughout was stressed for one teacher could not do anything to improve the standard of English-teaching in a school. If graded readers were followed (Deepak or of Allahabad Series) there was need for discussion and planning among the teachers of English of a school, Weak points and unfinished chapters needed to be noted down and phased on to the next teacher so that drills and revision work might be provided for from time to time. There should be small group

meetings (eg, teachers of III and IV could meet and discuss problems and so could teachers teaching in V and VI etc) General meetings for general survey could be held at longer intervals. Besides, teaehers must have clear objectives and also be sure of the needs of the students at different levels. In the early stages there was great need to keep an eye on the learning load in a lesson unit.

2. Composition work :—Talked at length on guided composition work (especially in the early stages) It was made clear to the teachers that this unit needs as much careful planning as any other. Subjects given should not only be ones that the students would be interested in, but they must also be within their experience. Oral preparation should always precede written work. Specific examples of picture composition lessons, story telling lessons, (with pictures) and writing simple discriptive passages were given.

With the group of senior teachers the mechanics of paragraph writing and organisation of essay material were dealt with in a general way. The needs for putting in details and for maintaining unity, coherence and order in a paragraph were stressed. Organizing thought was as important as putting together facts and arguments. It was of the utmost importance that students be logical or reasonable in writting essays or narrating anything.

3. Vocabulary Building

This unit was especially meant for the Senior Group, but since it needed an early formation of habit it was also dealt with in the other groups. The need to maintain a student's own dictionary (obviously by each student) was suggested. Teachers should be conscious about the utility of each new word and lay stress accordingly. There should naturally be some for recognition and some classified under the essential group. Many ways of teaching and making students vocabulary concious were explained. Various interesting and useful classifications of words were also suggested for their note books.

While talking about vocabulary load, the problems of teaching and learning spelling had to be dealt with in a general way. The Hyderabad P.U.C. Materials on vocabulary were shown and their usefulness explained.

4. Evaluation :

After an extremely short and general talk on aims and objectives, new type question in the papers different examinations were distributed and discussed. Objectives of each question in the papers in different classes were discussed. Defects on certain questions were also pointed out. Teachers were extremely interested in these question papers that were brought from Sakhawat Memorial. Some were given to them.

Sadhana Guha

Of the two hours in afternoon sessions, the last hour was devoted to listening to the tapes nnd gramaphone records mainly on pronunciation and pattern practices. Several film shows on the growth of English language, Shakespeare, documentary films on Oxford and Cambridge Universities etc. were also arranged, giving the participants ample opportunities

to hear and enjoy English speech. Besides, a book exhibition was organised on the last day with the help of Mr. S. K. Mitra of Orient Longmans.

Special mention should be made of the British Council and the British Information Services for their kind help and co-operation in lending out necessary books and films required for the course.

On the closing day a separate questionaire by each of the three teachers who conducted the course was given to the participants with a view to evaluating the reaction and suggestion made by them. This is considered to be valuable for future refresher courses of this kind. The participants seemed to have enjoyed the course throughly and carried with them a lot of teaching materials for their repective classes.

Report compiled by A. Bose

QUESTIONAIRES

1. Which part of the lesson plans did you find difficult to understand ? (Lesson plans on teaching composition, poetry etc.)
2. In which lesson generally and at what stage would you introduce a substitution table ?
3. How are you going to locate the pronunciation difficulties of the children ? What is the remedial procedure ?
4. What did you learn from the records and tapes ?
5. Suggest improvement on any items on the present refresher course.

by A. Bose.

Groups A. B. C.

1. Which portion of the discussions did you find most useful ?
2. Would you have liked any further topics to have been covered ?
3. How could the work have been made more helpful for your purpose ?

Group A. & B.

4. Why are language games and language exercises very useful ?

Group A.

5. What do you consider the easiest of the skills to be acquired in learning English ?
6. Which do you consider most difficult ?
7. Why is an intensive study of the detailed reader necessary ?
8. Why is the teaching of formal grammar considered unprofitable ?
9. What method of teaching grammar is recommended ?
10. Which, from your experience as a teacher, is the most common type of error in writing English ?

by A. Bose.

Group B.

5. Should children be asked to read aloud unprepared passages ? What kind of preparation is needed ?

Group C.

4. Why is oral preparation for reading very important ?
5. Why should mumbling while reading be discouraged ?

by B. Sarkar.

1. Do you think you have benefited much from this short course ?
2. We talked about the structural approach, vocabulary teaching, composition work, paragraph writing and evaluation—which one of these has been the most useful ?
3. Would you like to introduce readers with graded structures in your school ?
4. If you need any help, we are ready to help you. Will it be possible for you to come and watch demonstration lessons in different classes later ?
   a) What class or classes would you like to watch ?
   b) What lesson would you like to watch ?
   c) Will you inform Mrs. Karlekar if you are trying to do something to implement what you have gained from this short course ?
5. Do you want to come again next year to discuss what you'll be doing when you go back ?

By Sadhona Guha

School Administration

Introduction :—

A training course on school administration for junior Headmistresses and Asss-tand Headmistresses In Junior High, High and Higher Secondary Schools was held, under the auspices of the Deparment of Extension Services of the Institute of Education for Women, for two weeks from the 3rd to 17th June,—1964. Fiftyfive headmistresses and assistant headmistresses from different parts of West Bengal participated in it.

Sm, S. Dutt. C. I. W. E. was good enough to sponsor this course and Sm. Mira Haldar, retired D. I. of Schools Cacutta, Sm. A. Dasgupta, D. I. of Schools, Calcutta, Sm. G. Majumder D. I. of Schools, 24 Parganas, Sm. A. Chatterjee, Asst. D. I. of Schools 24 Parganas, Sm. S. Banerjee, Headmistress Sakhawat Memorial Gvt. Girls' School and Sm. J. Dasgupta, Headmistress, Govt. Girls' Multipurpose School, Alipore acted as resource persons.

The subjects dealt with were :—

1) The role of the Headmistress.
2) The Managing Committee
3) The School Code. (B. E. Code 1931)
4) Maintenance of Accounts, general accounts and Providend Fund Rules and accounts.
5) Grant-in-Aid Rules and Procedures for Application etc.
6) Leave Rules.
7) Conduct of Libraries in Schools.
1) Control and Checking of Progress of Class Teaching.
9) Improvement of Instruction through administratton
10) Secondary Education in the U. S. A. (Mrs. Banerjee's recent tour experi-ences)

Most of the discussions were carried on on practical lines with detailed work on actual samples of books and forms provided by the Depertment of Extension Services, but summaries of a few talks which have been made available by the parjicipants have been printed below. Detailed notes presented by Sm. G. Majumder has helped us a great deal in completing these summaries, We have also used a statement on certain pro-blems of school management which our resources persons had made available to us out of their long experience with schools.

The Role of the Headmistress

(Summary of a talk by Sm. G. Majumder)

The headmistress of a school holds the most important post as the head of the institution. In view of the great importance of headmistress it is desirable that the Managing Committee should consult the inspectorate when making appointment to this post. The inspectorate, on their part, should maintain a panel of names of suitable persons so that proper recommendations may be made as and when requested.

An ideal headmistress should be a good teacher, an efficient administrator and an effective liaison officer. As the head of the institution she should always remember that the task of building future citizens of the country has been entrusted to her. She should personally know each and very student in her school and keep good relationship with the gurdians, the local people and the neighouring schools.

In order to enable the headmistress to know the pupils the class units should be limited to 30 and 40 students each for lower and higher classes respectively and when guardians are non-cooperative, as it happened in most cases, the headmistress should try to draw them out by organising parent-teacher associations and holding mothers day etc.

The headmistress is also responsible for maintaining healthy relationship with the neighbouring schools. This may be difficult in some cases on account of rivalries between managing committees ; but, though open co-operation would be difficult under the circumstances, it should not be impossible to maintain friendliness in head-to-head and staff-to-staff matters, while joint pressure of staff members of the schools concerned may go a long way towards changing the attitudes of the Committees.

The headmistress should be sympathetic in her dealings with teachers and check all class-teaching personally atleast once a month.

She should see to it that teachers work to finish the syllabuses on time, write daily lesson notes and correct written work properly. To improve teaching, she should check on the results of weekly examinations and try to reduce the number of failures by helping backward students. There should be tutorial classes, references at staff meetings and frequent (even weekly) reports to parents if necessary. In this connection she should have result books properly maintained, question papers moderated and answer scripts scrutinised.

It is her responsiblity to ensure that monthly staff meetings are held regularly for discussions on the progress and planning of teaching, preparation of time-tables and book-lists and for general guidance to teachers in their day to day work. She should not also forget to take the opinion of the teachers in all these things.

Difficulties may arise in imposing extra work upon teachers when there is shortage of staff or when some members of the staff are absent. A prudent and hardworking headmistress will be able to obtain the co-operation of the teachers and persuade them to do all that is necessary for the school. In case of shortage of staff the headmistresss should also move the managing committee to make fresh appointments according to the needs of the school. The matter may be brought to the notice of the Deparment if the Committee fails to do so.

Frequent absences of teachers should, at the same time, be discouraged. The matter should be discussed at staff meetings and adequate steps taken. She should also strongly discourage late attendance by teachers and students. In acute cases she may even go to the length of not allowing a teacher, who is late by ten minutes or more to join her classes for the day and imposing fines on students who are habitually late. The headmistress should maintain coufidential reports of teachers and place them before the D. I. of Schools as and when needed.

The signing of books, papers, forms, letters etc. is an important part of a headmistress' daily work and whatever records, reports or accounts or other documents are placed before her for signature she should first scrutinise them thoroughly and sign if they are in order.

She should see to it that the cashbook is written daily and the cash is deposited in a bank or post office. It would be a good thing for the school if the headmistress is empowered to keep an amount of not more than Rs. 50/—as imprest cash for contingencies and emergent expenses.

All important papers, documents and books (including the bank, post office pass book) should be kept under lock and key in a safe under the control of the headmistress.

It is desirable for the school that the headmistress should hold the post of Assistant Secretary on the Managing Committee and should act as the secretary in his absence.

It should be clearly understood by all that the headmistress is in complete charge of all matters of internal administration, in all matters connected with the preparation of booklist, admission and promotion of students, drawing up of time tables and holiday lists and the maintenance of daily accounts. In accepting her importance in this way it should be remembered that she is the person most concerned with the interests of the school. If, therefore, the members of the Managing Committee want to recommend any administrative change or make any suggestions, they should always act through her and never try to by-pass or over-rule her forcibly. A headmistress with a strong personality should be able to cope with such attempts, if made and will get the help of the inspectorate in doing so.

The headmistress must know her powers as well as the limitations to her powers, For example, within the school, she is the sole authority in regard to admission, but she is subject to the limitation of the maximum number of students allowed in each class by the Board of Seondary Education of West Bengal. This limitation can be relaxed by special permission from the Board for which a resolution of the Managing Committee is necessary and an application with the resolution has to be made through the D. I. of schools.

In the matter of selection of teachers for normal vacancies, the headmistress should try to secure preference for those who had served the school before and had done satisfactory work. This principle may, however, be waived in case highly qualified or outstanding candidates were available.

The headmistress has the power to sanction casual leave but she must place the the matter before the managing committee afterwards. All other leave (special casual leave,

study leave, special leave, extra-ordinary leave etc) must be granted by the Managing Committee, when granting leave, the headmistress should try to ensure that the normal work of the school is not hampered.

For selection for free studentships, the headmistress should prepare a list of deserving candidates in consultation with the staff and place before the Managing Committee. The allowable pecentage of freeship are

Rural areas	...	20%
Town	...	15%
City	...	10%

The staff-strength of a school should be calculated on the basis of 29 periods of work per teacher per week and 12 periods for the headmistresses.

(Reported by Anjali Das)

Managing Committee :—

(Summary of talk by Sm. M. Halder)

The Government requires each secondary school to have a managing committee. The The secretary is the representative of the committec and all correspondence between the school and the Board of Secondary Education must pass through him. This limits the power of the headmaster/mistress who is responsible for the internal administration of the school under the supervision of the Managing Committee.

A managing committee of twelve members is constituted as following—

1. Government nominee—(Required for aided schools only)		1
2. Representatives of Guardians (father or legal Guardian)	at least	3
3. Founder (Recognised as such by the Committee and elected as suoh from the foundation of the school)		1
4. Donor (Who has donated Rs. 400/- at a time or contributed Rs. 25/- p.m. for five years)		1
5. Benefactor		1
6. Person interested in education residing in the locality.		1
7. Medical practitioner		7

In addition to this there should be two teachers' repesentatives nominated and elected from amongst and by them and one assistant secretary who should be the head master/ mistress.

The managing committee is elected by the guardians and the head mistress should prepare the voters' list by the 15th March and have it approved by the outgoing Managing Committe by the end of April every year. In order to be eligible for the voters' list guardians must clear up all the dues of their wards to date. Intimations, with requests for payment must be given to all defaulting guardians one month before the publication of the voters' list their names should be struck off if they do not pay up within 15 days after the receipt of the notice.

The voters' list must be published at least 30 days before the election and all submission of claims and/or objections must be filed within seven days from publication of the list. The final voters' list must be published atleast fifteen days before the election. All persons concerned with the election must be notified by letter or newspaper insertion before the voters' list is prepared.

Nominations for election must be submitted by candidates in prescribed forms five days before the election. Any candidate intending to withdraw from the contest must do so within 24 hours after the submission of the nomination. All nomination papers must be scrutinised an ! the names of candidates declared three days before the date of election.

A guardian who is an employee of the school is not eligible to election as a guardians' representative. A teacher guardian can however, be elected teachers' representative. A medical practitioner, to be eligible for election, must be a qualified doctor or a homeopath or Kaviraj with a diploma of a recognised institution.

As soon as a new committee is formed it should take over charge from the old one. The reconstruction of the managing committee of a recognised high school should be reported to the Board of Secondary Education by the head of the Institution.

Vacancies during the functioning of a Managing Committee are filled up by re-election but none whose names had not been on the votes list at the time of the original election can be eligible as a candidate. A guardian ceases to be a guardian when his his ward leaves the school

The adjournment of a managing committee of a school should be immediately reported to the Board by the headmaster/mistress.

The term of a managing committee is of three years from the date of its taking over of charge.

(Reported by Shyamali Sinha)

The School Code :—

(Summary of a talk and discussion by Sm. J. Dasgupta)

The following topics from the Bengal Education Code of 1931 were taken up for discussion in the following manner i—

A. Admission .—

The minimum age of admission to all excepting nursery schools is five years and the minimum age upto which a student can be admitted to a school is twenty years.

The precondition for a first admission is that no pupil shall be admitted to a school for the first time except by an application in writing in person or by guardian, The application must be made in a prescribed form. A candidate seeking admission to class V or a higher class of a secondary school, who has not studied previously in school, may be admitted within the first or the second term of the year, but not after the Durga Pujah Vacation, The headmistress , however can refuse admission to candidates, though qualified, at any other time but the beginning of the school year.

It is the responsibility of the headmistress to make careful enquiries into the antecedents of an applicant and admit her to the class for which she is found fit in an admission test.

It is also the reponsibility of the headmistress to have the age of the candidate verified from a horoscope or any other acceptable evidence.

Transfer :—

The time limit for admission on transfer is strictly one month after obtaining a transfer certificate after which period all cases must be referred to the Board though the headmistress has the power of granting provisional admission.

No student who had previously attended a recognised school can be admitted to another school without producing a leaving transfer certificate from the first. Such a student must also produce report showing his career in that school. In case of regular transfer from a recognised school the candidate must be admitted the class indicated in the certificate.

A leaving certificate from an unrecognised school is not acceptable for transfer and such a case is to be taken as a case of first admission. The candidate concerned will have to sit for an admission test and take admission to the class for which the headmistress considers her to be fit.

If a student fails for two consecutive years in the class-promotion test the headmistress may request the guardian to withdraw her from the school and grant her a transfer ccrtificate.

In case of a student leaving a sehool the parents must apply for a leaving/transfer certificate one month before the date of actual leaving and the certificate should be issued within three days of the receipt of a proper application. If a student against whom disciplinary action had been taken applies for transfer, the reason of indisciplne must be mentioned in it.

Defaulters :— In case of default in the payment of tuition fee and other dues not exceeding three months, the T. C. should be granted on payment being made, but if the period of default exceeeds three months, addditional fees at the rate of Rs. 1/- or Rs. 2/- per month, subject to the maxima of Rs. 10/- for High or H. S. School and Rs. 5/- for middle sehools shall be charged.

Promotion .—

All answer scripts and records on which promotion is granted must be preserved for atleast 12 months after the annual examinations. No student who has not secured pass marks in the aggregate or has failed tn more than two subjects shall be considered for promotion to the next class.

If a student fails in two or more subjects but secures the required aggregate for a pass, the question of promoting her to the next class or sending her up for an external examination shall be decided on considering the average of the marks secured by her in those subjects in the periodical examinations during the year.

Leave :—

All leave should be applied for, but under certain circumstances, the headmistress has the direction of granting leave with retrospective effect on application made within seven days of the commencement of the period of absence. If a student is absent for 15 days, the headmistress may strike her name off the rolls at the end of the calender month in which this period lapses, provided that due warning has been issued to

the parent/guardian of the absentee student atleast three clear days before such action is taken. A student whose name has been struck off in this manner remains liable to payment of fees together with fines for the period of absence without leave.

Penalty for absence without leave is, ordinarily, fine and headmistress will deal with each of such cases on consideration of grounds.

Fine for absence in case of high school students should be not less than one anna for each day or part of the day the amount to be determined by the head of the school. If the absence occurs in continuation of holidays, the rate of the fine should be double.

School Accounts :—

This subject was discussed under the guidance of Sm. A Dasgupta, D. I. of Schools, Calcutta. There was first a general talk on the main topics under the head followed by intensive discussions which helped the participants to understand clearly their functions and related problems. Miss Dasgupta said in her opening remarks, that, in many cases inexperienced mistressess donot know that the maintenance of accounts is their responsibility, nor do they know thé rules and regulations of bookkeeping. In such cases these responsibilities often pass into the hands of the secretaries which is against the rules and may or may not be good for the school. She left that there should be a clear directive from the Education Department on this matter.

Very often when the accounts are maintained by Secretaries they are too busy to show them to the headmistress' in good time and they have to sign the books and papers without proper verification. This situation can be avoided by the regular preparation of full statements of disbursements of grants along with the original acquittance of teachers signed by the headmistress and countersigned by the secretary.

In case of capital grants, accounts of which are often completely controlled by the Secretary, there should be a sub-committee with the headmistress as one of its members. Details of accounts with vouchers should be placed before the sub-comittee from time to time and recommendations and observations of the subcommittee should be placed before the managing committee for confirmation. In case of buildings, there should be frequent inspection by the Construction Board.

The topics and subtopics of the intensive discussions were as following :—

A. Maintenance of Accounts :—

1. Two separate heads—general and subsidiary, in the cash book and separate sides for receipts and disbursement.

2. Registers to be maintained— (a) Register of attendance and fee realisation of students. (b) Daily fees collection book (c) Acquittance roll for teachers, (d) Subsidiary accounts register (e) Loan register in which all receipts and payments re:loans mnst be entered.

3. All the above items, all fees, fines, government grants, provident fund contributions of teachers, all amounts of donations and subscriptions, etc, must pass through the cashbook.

4. The closing balance of each day or month should be entered as the opening balance of the next day or month.

5. Daily accounts must be completed and closed every day,
6. Accounts should be first be entered into rough copies and then into the books.
7· All accounts should be maintained clearly and all errors must be corrected in red-ink and initialled by headmistress.

B. Fees and Fines :—

1. Tuition fees must be collected from students on fixed dates and entered into the cashbook.
2, Monthly fees must be realised through each month.
3. Tuition and other fees should be deposited in the bank or post office daily.
4. The sanction of the Managing Committee is necessary for the realisation of fines,
5. The proportion of free studentship should be 15 p. c. in rural areas and 10 p. c. in Calcutta.

C. Subsidiary Accounts :—

1. These should be maintained for session fees, loans etc and the usual receipts and disbursement columns,
2. Vouchers for subsidiary accounts should be kept separately.
3. As the headmistress is responsible for signing pay orders, it is her duty to examine all vouchers carefully.
4. Whether payments are by bill or in cash should be noted.
5. A resolution of the Managing Committee is necessary for taking loans,

D. Budget :—

1. The annual budget must be prepared two months before the beginning of the financial year and placed before the Managing Committee whose approval is necessary.
2. The headmistress should have an important voice in making the budget proposals.
3. The current budget must be examined by the headmistress every few moths to see whether incomes and expenditures are in order.

(Reported by a participant)

Grant-in-Aid :

Mrs. A. Chatterjee, A. D. I. of Schools, 24 Parganas dealt with the topic of grants-in-aid and other types of grant

She classified the types of grants for High, Higher Secondary and Junior High Schools into recurring and non-recurring and gave instructions regarding how, when and to whom to apply for these. She also discussed the conditions to be fulfilled for obtaining grants for acqusition of land or expansion of school buildings and obtaining the difference of pay to teachers consequent on fixation of pay according to new scales.

In all these cases, the initiative should be taken by headmistress, not by the Secretary with the consent of the Managing Committee· Sometimes teachers' dues and other payments are witheld on account of delays in the issuing of grants-in-aid. Advance grants should be issued by the Education Department in such cases with memo and adjustments should be made at end of the financial year.

Mrs. A, Chatterje then gave practical training to the participants in preparing the different types of applications mentioned by her.

LIST OF PARTICIPANTS

Summer Vacation Courses 3rd June to 17th June 1964.

A. ADMINISTRATIVE TRAINING.

Amiyabala Balika Vidyalaya
Basanti Bose (A. H.)
Arbelia Balika Vidyalaya
Manjusri Mukhopadhyaya (A.H.)
Baidyabati Balika Vidyalaya
Kana Bharati Chowdhury (A.H.)
Bansdroni Chakdaha Balika Vidyamandir
Sati Chowdhury (A. H.)
Barasat K. K. Girls' H. S. School
Gita Niyogy (A. H.)
Barati Bhavan Girls' School
Manjula Ghosh (H)
Barrackpore Girls' School
Krishna Chatterjee (A.H.)
Belgharia Mahakali Girls' School
Ila Sengupta (A. H.)
Bijaynagar Balika Vidyalay (Naihati)
Archana Sinha (A. H.)
Binay Balika Vidyalaya Bansdroni
Manju Ganguli (A.H.)
Birati Mahajati Balika Vidyamandir
Minati Das (H)
Manjusri Chowdhury (offg.H.)
Birati Vidyalaya
Dipali Chatterjee (A. H.)

Birnagar Shivakali Girls' H. School
Reba Ghosh (A.H.)
Bonhugli Girls' H. School
Biva Ghosh Dastidar (H)
Kamala Chatterjee (A. H)
Borai Balika Vidyamandir
Chhabi Roy (H)
C. C. Girls' School, Maldah
Anjali Das (A.H.)
Champdani Balika Vidyalaya
Nilima Bose (H)
Chandrabhag S. K. Girls' H. School
Nilima Bhowmick (H)
Charigram Sri R. k. Girls' Adarsha Balika Vidyalaya
Bina Das (H)
Dakshin Barasat Girls' H. School
Gita Banerjee (Officiating Headmistress)
Deshabandhu Balika Vidyalaya.
Sobhana Datta (H)
Deshbandhu Balika Vidyapith
Sadhana Saha (H)
Deshapriya Balika Vidyamandir Asim Nagar, 24 Parganas.
Anjali Bhadra (A. H.)

Dhakuria Sri Ramkrishna Vidyapith
Shyamali Sinha (H)
Minati Roy (A.H.)
Garulia Balika Vidyalaya, 24 Pergs.
Anima Bose (H)
Jadabpur Madhyamik Vidyalaya
Leena Sengupta (offg, H.)
Jagadish Vidyapith for Girls
Purnima Biswas (A. H.)
Jonepur Girls' School
Ranu Ghosh
Kashinagar Girls H. School
Aruna Paul (H)
Krishnagore Girls' H. School
Anima Datta (A. H.)
Mandir Baxar Balika Vidyamandir
Santa Devi (H)
M. C. Sabitri Siksalaya
Basanti Roychowdhury
Metropolitan Institution for Girls (Main)
Pritidevi Muherjee
Moksadasundari Girls' School
Nandini Bhattacharya (H)
Monorama Institution, Bhowanipore
Juthika Dutta (A. H.)
Narayani Sikshalaya, Calcutta-7
Lita Bhattacharya (H)
Narikeldanga Girls' School
Mina Datta (Asst. Teacher)
P. C. M. Girls' H. School, Basirhat
Bijali Das (H)
Prafulla Chandra Sen Balika Vidyalaya
Manju Guha Roy (H)
Priyanath Balika Vidyalaya
Usha Roy (A.H.)
Rajkumari Santwanamoyee Girl's School
Latika Datta (A. H.)
Ranaghat Lalgopal Adarsha Balika Vidyalaya
Bibha Bhattacharya (A. H.)
Rishi Rajnarain Girls' School
Gouri Chakraborty (H)
Saptapalli Deshbandhu Balika Vidyalaya
Kalyani Banerjee (A. H.)
Satadal Balika Vidyalaya
Kanika Bose (H)
Sevanagar Balika Vidyalaya, Gotalaghat
Gayatri Das (H)
Sri R. K. Saradapith H. S Schohl
Sulekha Devi (A. H.)
Talpukur Girls' H. School
Amiya Dasgupta (H)
Thakurnagar Balika Vidyalaya
Namita Datta (H)
Ushangini Balika Vidyalaya
Niharkana Mitra (H)
Mamata Bose (A. H.)

B, ENGLISH

Batanagar M. P. H. S. School
Ira Sengupta
Belgharia Mahakali Girls' School
Sadhana Chatterjee
Chandrabhag Srikrishna Girls' H.S. School
Namita Sen
Sati Mitra
Nomita Roychowdhury
Hindusthan Siksa Bharati Girls' School
Sephali Das
Ichapur Girls' H. School
Ira Chakravarti
Gita Bhattacharya
Rina Bhattacharya
Kamala Balika Vidyalaya
Bani Paul
Khardha Priyanath Balika Vidyalaya
Bandana Chakravarti
Maya Chakravarti
Bina Chakravarti
Nalta Mahajati Jr. H. School for Girls
Namita Bhattacharya
Narikeldanga Girls' School
Dipali Mitra
Subha Ghose
Nivedita Bailka Vidyalaya, Dhubulia
Kalyani Das
Puspa Sen

P. C. Sen Girls' School
Pronoti Goswami
Bithika Dutta
Rajkumari Mamorial School
Aparna Som.
R. B. M. Govt. Girls' School
Parul Dasgupta
Rukmini Vidyamandir, Behala
Mira Chakravorty
Arati Sen
Satadal Balika Vidyalaya
Sila Roy
Sibpore Bhawani Balika Vidyalaya
Bula Chatterjee

C. PREPARATION OF TEACHING TOOLS

Agarpara Sabitri Mahajati Vidyapith
Manjulika Shome
Belgharia Mahakali Girls' H. School
Geeta Roychowdhury
Madhuri Shome
Chandrabhag Srikrishna Girls' School
Nibha Bhattacharya
Shymali Ganguli
Anjali Chowdhury
Chandramoni Brahmo Girls' School
Aparna Kargupta
Indian High School, Kanchrapara
Sudarsana Sen
Jagatpur Rukmini Vidyamandir for Girls
Minati Chatterjee
Kailaschandra Hindu Girls' H. S. School
Gita Mazumdar
Krishnagore Govt, Girls' School
Milanee Gangupadhyaya
Prafulla Sen Girls' School
Bani Chanda
Archana Basu
Rahara Bhabanath Girls' School
Mukti Mukherjee
Renu Chakravarti
Rajkumari Santanamoyee Girls' School
Kanika Das
Saratkumari Jasodasundari Jr. Girls School
Mirarani Dey
Satadal Balika Vidyayatan
Ila Sen

SELECTIONS

High School Prncipals as Democratic Leaders.

By—Santi Banerjee

More than hundred years ago a famous headmaster of a highly reputed public sehool in England was supposed to have stated that 'the Headmaster is the school' with more and more democratic ideas pervading into all spheres of society, the conception, that the school is a teamwork of all teachers, why only teachers, also parents and pupils, is gaining ground. The headmaster ofcourse by virtue of his status, is the leader of the team and the success or otherwise of the team depends a great deal on his personality, his attitude and his way of handling his responsibility. We in India are also committed to democratic, principles and as such schools should be ogrunds for practising democracy. To begin with our heads should possesss the quali-

ties of democratic leadership· Below are given the characteres of both autocratic and democratic personalities. Let our principals selfevaluate.

Autocratic	Democratic
Emotional Atmosphere	
Tense, anxious, suspicious,	Calm, relaxed, confident
Cold aloof, easily upset.	Warm, friendly, emotionally stable
Pressure toward conformity	Freedom to be yourself
Uncertain & punitive	Steady and supportive
Stress on routine efficiency.	Emphasis on the growth of human beings
Inter-personal Relations	
Superior—inferior	All individuals valued and respected
Favoritism	Impartial, firm but fair
Much fault finding	Constructive criticism
Harping on weaknesses	Working with others' strong points
Talking down to	Co-operative efforts
Policy making	
Little discussion	Full discussion
Incomplete information	Firsthand information and reports
Principal's viewpoint only	All viewpoints considered
Administrative decision	Shared decision
Decisions uncertain and inconsistent	Decisions clear and consistent
Problem solving	
Ignors problems	Seeks out problems
Makes hurried judgements	Accepts responsiblity
Restrains initiative of staff	Thinks problems through
Hands down one man's solution	Encourages initiative and originality
Passes on responsibility to others	Facilitates co.operative problems
Roles and Responsibilities	
Arbitrary assignments	Professional decision of labour
Poorly defined responsibilities	Clearly defined responsibilities
Conflicting expectancies	Mutually understood expectancies
Occasional one-way communication	Frequent two-way communication
Status leadership maintained	Leadership encouraged to emergge
Staff Meetings	
Principal's agenda	Staff's agenda
Announcements, lectures and sermonizing	Problem centred group discussion
Irritating waste of time	Means of professional growth
Day-to-day routines	Long range planning—major goals
Principal's status quo evaluation	Co-operative evaluation of group

Personal qualities

Ill at ease, untidy lethargic	Poised, well groomed, energetic
Low standards, little devotion	High standards, dedicated to profession
Disinterested, hard to talk to	Interested in people, good listener
Not respected by associates	Respected by associates and community
Behind times—not growing	Highly competent
Doesn't know his jeb	Understands self and accepts self realistically
Personally insecure and defensive	

Some Activities For Science Clubs

"A" Working Models

Electricity :— Electric bell ; electric cells ; electric motor ; mariners' compass ; telephone ; aeroplane.

Light :— Periscope ; telescope ; Kaleidoscope ; Pinhole camera ; simple microscpe ; magic lantern ; Newton's colour disc.

Heat :— Ventilation apparatus ; conductivity apparatus ; thermoflask.

Matter :— Spring balances ; simple balances.

"B" Charts and Models

Steam engine, simple and compound microscopes ; telescopes ; magic lanterns ; photographic cameras ; preparation and manufacturing processes of gases and acids ; a blast furnance ; short sight and long sight ; heart and other organs of the human body , carbon, water and nitrogen cycles in Nature ; radar ; aircrafts ; missiles ; guns ; atomic reactors ; structure of atoms ; periodic table of elements.

"C" Collections.

Different types of fruits, seeds and leaves , feathers of birds ; insects and butterflies ; aquarium ; ore samples ; wood and timber : specimens of organs of the bodies of animals.

"D" Visits

To places of Scientific interest.

"E" Talks

By experts. Also film shows. Subjects of Scientific interest and on careers in Science.

"F" Exhibitions and Fairs

Showing work of the members.

"G" Hobbies

Photography, assembling transistor and radio receivers ; collection of specimens of geological, botanical, zoological interest.

"H" Display

Literature and wallpaper with items of scientific interest.

(Adapted from "Report of Activities" Dept. of Extension Services, M. E. S. Teachers' College, Malleswaram, Bangalore-3).

Science For Children

Hobby Center

The "Science for Children" association which had held successful Science exhibitions in the past two years have now opened a Hobby Centre in the Rabindra Sarobar Stadium, Calcutta-29.

Any boy or girl who is a student of a recognised school and is under 18 yeaars of age can be a member of the Hobby Center and an associate member of the parent body 'Science for Children. The two subscriptions together come to a total of Rs. 14/ per annum, payable quarterly in advance.

Members will be able to use the Hobby room at least twice a week and make interesting models under the guidance of experts. Models for which the materials are provided by the members themselves may be taken home by them while those for which the materials are supplied by association will become its property. All the models however, will be kept in the Center for some time for exhibiting to visitors.

Girl students should make their enquiries for rules of membership and the special days fixed for girls at the Hobby Center at the Rabindra Sarobar Stadium on Sundays cetween 8 and 10 A.M.

We wish this Center all success and hope that many girls in South Calcutta will take adavantage of this attractive programme.

REVIEW OF WORK

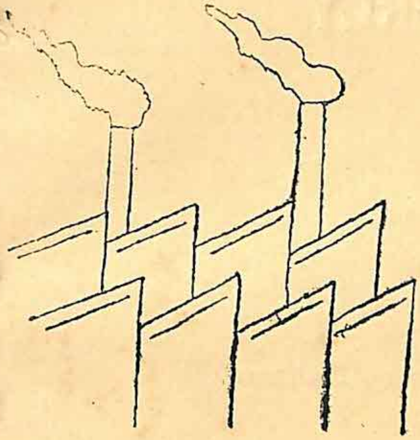
April, this year, ended rather sadly with the the visit of an evaluation team from the D.E.P.S.E. Such visits are an annual feature to which we have been accustomed to look forward, but this one was singled out by an unfortunate absence of trust and friendliness. No rapport was established between the team and the staff of the Department who were kept in the dark about the team's doings in the field of their own activities. We have, therefore, nothing to report to our readers on the subject.

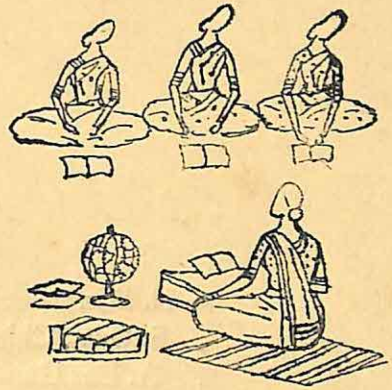
Apart from the Summer Vacation training courses, our most important experience was the presentation of two papers in a special programme of a series of six seminars for headmistresses. The first was by Sm. S. Sengupta of Lake School for Girls' on "Multipurpose Schools-Objectives and achievements and the Second was by Sm. S. Bannerjee of Sakhawat Memorial Government Girls' School on "The Role of Headmistresses in Improving Instruction" on the 15th May and the 6th June respectively. The reports on these seminars are not being printed in Teachers' Quarterly as they will be published separately in the form of a brochure.

The Co-ordinator also had a very rewarding visit to Prafulla Sen Girls' School in Naihati on the 6th May. The Headmistress, Sm. Manju Guha Roy who has been associated with us for the last three years has started some good work on the teaching of English and Social Studies. The averagely youthful staff are working temporarily under bad physical conditions but they are enthusiatic and a nice new building is already more than half ready.

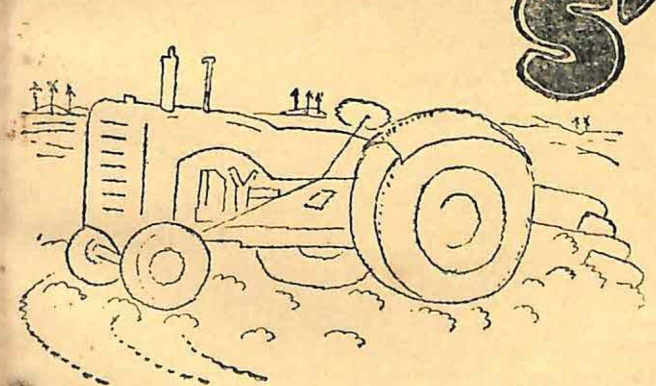
KALYANI KARLEKAR

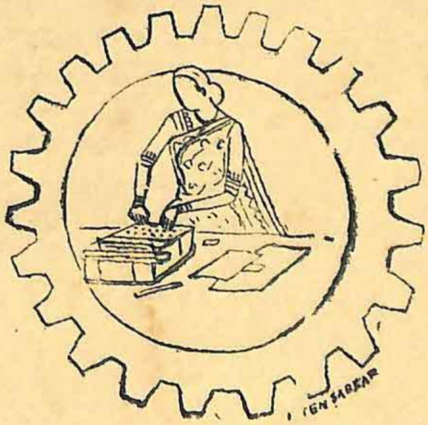
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FOREWORD

We hear much about school improvement programmes these days. What are the factors essential for the betterment of a school, one naturally asks. Good buildings sufficient space and adequate furniture and equipment help, no doubt. A sufficient number of well-qualified and properly paid teachers are needed. It is necessary to secure the co-operation of the Managing Committee and of the guardians of the pupils. But, when all is said and done, the crucial factor is a genuine desire to improve the school on the part of the teachers and the headmasters and, secondly, a clear idea regarding how to proceed about the same.

How often we have heard these words—"We do want to improve our school, but we do not know where or how to start !"

Sometimes we are full of energy and look at everything critically. Everything seems to be wrong and we want to change and reform them all at once. But, there is a limit to our energy and our ability. If we try to do too much, we often end by achieving nothing at all, and this produces a sense of failure, frustration and cynicism—which are the worst enemies of improvement, in every field of life.

On the other hand when our interest is roused, it is not desirable to waste time, but it is best to commence immediately on some concrete progamme of work. But it is wise to start with something which is relatively simple and easy and which is likely to show some tangible success within a reasonable period of time. Heartened by this success, not only do we gain fresh energy and enthusiasm within ourselves, we can also secure the confidence and co-operation of others more easily than before. Those who had reserved their judgement and had been watching us from the outside, are now being gradually drawn in. Now we are ready to tackle the more difficult problems and are more likely to succeed in solving them than before.

Again and again we have noted that when a school takes up some concrete programme for its own betterment in right earnest, it does not usually stop there.

One thing leads to another ; one teacher inspires another ; the pupils are enthused, they find the school to be a more interesting place than before, and are therefore willing to work harder ; the members of the Managing Committee are sympathetic and soon it is obvious to all concerned that the particular school is growing better and better. The whole process works like a snowball. Real impovement in one field provides the impetus for improvement in other fields and gradually the school is working towards total improvemnt involving many aspects.

The Extension Service, Department of the Institute of Education for Women has helped many schools in their reform programmes, both in the initial and subsequent stages. We have also printed accounts of such activities in the pages of the "Teacher's Quarterly" for the benefit of all.

NALINI DAS

Social Studies In Secondary Schools

The essay given below is a condensation of a paper submitted by Sm. Renuka Biswas, M. A. B. T, (Cal) M. S. W. (Penn. U. S. A.) for the Semminar Reading Programmes of the DEPSE. We are printing this Summary with the feeling that some of the points made by Miss. Biewas are well worth pondering).

Social studies, a new term in Indian Education has given rise to many questions and problems in the last few years. The appropriateness of its inclusion in the secondary schools' curriculum has been questioned, confusions have been created about the contents of social studies and their links and doubts have been expressed about the methods and techniques used and their feasibility in our schools.

The purpose of introducing social studies in our education is to add new motive and new life in the class room studies which have failed to educate our young people to be competent, responsible, industrious and conscientious citizens. Social studies covering the ground traditionally associated with history, geography, economics, civics etc., is to be viewed-.—"as a compact whole whose object is to adjust the students to their social environment which includes family, community, state and nation so that they may be able to understand how the society has come to its present form and interpret intelligently the matrix of social forces and movements in the midst of which they are living. They help the students to discover and explain how this adjustment has taken in the past and how it is taking place to-day. Through them, the students should be able to acquire not only the knowledge but the attitudes and values which are essential for successful group living and civic efficiency. They should endeavour to give the students not only a sense of national patriotism and an appreciation of national heritage but also a keen and lively sense of world unity and world citizenship." (1)

The syllabus is organised according to the stated objectives with some allowance of flexibility. But unfortunately, students are very neglectful about this non-examination subject; the attitude of the teachers is not favourable either, and they are moving away from the basic purpose of the social studies.

Teaching of any subject in the school depends mainly on the teachers; facilities, resources and the materials are important as well. The number of specialised teachers in social studies is limited at present. Teachers specialized in other subjects are allowed to teach social studies. Seminars and workshops are attended by them. But the lack of comprehensive knowledge of the contents and of practice in the use of appropriate methods prescribed for the teaching of this subject compel them to fall back upon their hackneyed ways of teaching. Most of them, thus; fail to comply with the requirements of its teaching.

It is necessary to decide what we should emphasise. Emphasis on the contents demands teachers' thorough knowledge of them, while for achieving the objectives, teachers not only require knowledge of content but also the capacity to organize study-plans and activities as well as the capacity to lead pupils in planning and organising their specific programmes. Selection of teachers of social studies, therefore, demands more careful consideration, for they should have knowledge of history, geography or political sciences and a broad outlook in world affairs. The focus of teaching should be clarified in seminars and workshops along with discussions on contents and practice of methods and techniques. Teachers should also have favourable attitudes and sentiments for their subject and the profession in order to attain a satisfactory results in their work.

Social studies are taught in various methods. These may range from project, problem, supervised studies and laboratory orientation to just rote learning of text materials. A project is defined by Dr. W. H. Kilpatrick as "whole hearted purposeful activity proceeding in a social environment, or more briefly, in the unit elements of such activity, the hearty purposeful act." In teaching of social studies the term project has been used in a restricted meaning i. e. students' planned, purposeful task accomplished in a life situation. The acting of a scene from history may be a part of a project. Students may study the problems of the school and the community and pick up one for their project. For instance, students of a girl's school in Tamluk felt the need for an auditorium of their own. They formed a committee, planned for shows and other activities and thus raised a fund for building their auditorium. They even participated in building the walls and the stage of that auditorium under skilled supervision. This was a wonderful project creating enthusiasm among both students and teachers.

In a school in New York, students while studying about India were enthused so much that they collected money on various occasions and sent it to a village for erecting a primary school house. Such projects offer students opportunity to assume responsibity, to plan and organize activities, to use community resources, to develop initiative, leadership and co-operatlon. The project, the activity—both mental and physical, help to accomplish the task. Such activities should easily be combined with other programmes of the school.

The problem-method emphasises mental conclusion. This method can play an important part in history and other social studies. 'Why was India under the British Rule for so many years ?—this question may lead to the serious study of history conducive to a lively discussion in the class. Pupils will discover the forces supporting British rule in India. Instead of giving a study assigment to the whole class, different topics may be assigned to different groups of the same class according to their choice. After a definite period these groups should report to the entire class on their topics. Teachers should help the groups to plan their studies and to prepare the reports.

A single method cannot be dictated as the most suitable in teaching social studies and there is no definite formula for the techniques. They will be determined by

teachers' willingness to activate the class, his capacity and skill, his propensities, resources available in the school and the community and teachers' ability to explore resources. The class of social studies may become a living experience to the students, with the touch of teacher's imagination and thoughtfulness.

In a recent workshop at Tamluk it was felt that much of the students' interest in social studies depended on how these were presented, and the following measures were suggested :—

(a) *Visits and exoursions*—The students may study their own locality visiting different areas or other places of interest with a view to acquire knowledge regarding the topography, natural resources, history of the place, etc.

(b) *Collection*—Students can collect proverbs, folk lyrics, songs and art products of the area. They can collect materials for preparing a history of their school.

(c) *Lectures and demonstration*—People of other states or countries residing in or near the community could be approached for speaking on their own places to the students, or to demonstrate their skills of crafts. Specialists could be invited to speak on their subject relevant to student's course or interests.

(d) *Documentary films*—Indian or foreign.

(e) Shows and cultural programmes.

Any of the above could be used for the purpose of introducing the subject in the class. But it is important that these should be planned beforehand and organized by the teachers and the students together. For instance, before visiting a place students must plan what they would like to know, where they should go, the time and date of such visit, transport, how to meet the expenses, if any, who will record what, etc. Similarly, techniques may be used during the study of the entire course.

While following the methods and techniques we must remember the mechanisms. The eminent sociologist Talcott Parson expounds that in every learning there are gratifying and depriving features in the need-disposition of a person. Things, needful and gratifying, strengthen our interest in learning and those depriving weaken it. The mechanisms of inhibition of needs that block new orientation and substitution orientation for accepting new objects are related to the above features. Imitation helps in accepting items of cultures, specific knowledge, skills, and symbolic behaviour while identification helps internalising the values of other persons. An awareness of these will useful in teaching.

In order to make the study of social studies interesting and effective the following measures are to be taken into account.

There should be clear understanding about aims and objectives of social studies. The studies will be viewed differently when taught for the examinations and when it is taught for life adjustment. In the latter, studies and related activities will be important for the application of knowledge gathered from the contents, the attitudes and insight and reasoning developed through these.

Understanding and close relationship between teachers and students is essential for effective teaching and learning. Students identify themselves with the teachers. When successful in establishing a satisfying relationship the teacher can understand the need, aptitudes and interest of individual students to set his plan accordingly, The mechanism of imitation and identification plays a great role in students' acceptance and internalization of social values through this relationship. The relationship with the family also brings teachers closer to their students.

It is desirable to relate current happenings of the school, community, state and the country with the topics of social studies. For instance, a recent dispute between the Commissioner and the Councillors of Calcutta Corporation could have brought about a vital discussion leading to the understanding of the structure and function of this civic body and its effect on the community. This could be related with the topic of 'Organization of Local Administration' and 'Health of the Community'. The discussion on the Chinese aggression of 1962 could be related to the study of 'Indian culture abroad' or to the interdependence of countries, or the role of U. N. in fostering better relations amongst nations. In the syllabus it has been clearly stated that the topics "are not intended to be adhered to in a closed, rigid and mechanical manner," and that the schools "should have liberty to change the order in teaching to suit their convenience and to experiment on the course in any constructive way."

Students should be helped to explore the correlations between the different subjects taught in the social studies and in other classes. An integration of knowledge enhanced in this way makes learning meaningful. The geography of Calcutta and its relation to the development of the city, its industries and economy could be vivid when studied along with the history of the city.

Students should be encouraged to learn the topics of social studies by using their own thinking, reasoning and imagination by placing of some problems before them and inducing them to find the solutions by themselves. These problems should be selected according to the age and capacity of the students, and be well connected to the current events. Teachers should be ready to help the students with their answers and students should be encouraged to bring their doubts and questions in connection with their studies.

The nature of social studies is such that more time for preplanning is necessary. In order to reach the resources for certain units of study the teacher has to think of materials needed. He has to explore the possibilities of getting them locally or from outside. An enthusiastic teacher might involve his students in exploring resources for their study project. This too requires preplanning.

Unfortunately the materials for teaching social studies are difficult to obtain. Some suggestions for resources are metioned below:

i) Public & Private Libraries
ii) Publishing Houses (for list of publications)
iii) Newspaper Offices

iv) Publicity & Public Relations Offices
v) Foreign Information Services
vi) Tourist Bureaux & Travel Agencies
vii) Museums
viii) Men of Resources in the Community
ix) Statistical Institutes & Research Organisations
x) Organisations devoted to the promotion of different branches of knowledge.
xi) Universities
xii) Public & Private Agencies (Dept. of Health, etc.)

The question of national integration is before us Social studies may contribute much in the creation of favourable attitudes and understandings amongst students. Through social studies we can inclulcate tolerance, accepting others' differences and an understanding of the values and morals of other societies among the students. Projects may be undertaken to know about other states. A 'National Day' may be observed. People of other states living in the community could be invited in it. Demonstration of food, dress, crafts etc. and folk songs and dances of other states could be the essential features of such an occasion. Educational excursions to other states, exchange of teachers and students or organising programmes with other non-Bengalee schools will contribute in developing appropriate attitudes towards people of other states.

Naturally the responsibility on the teacher is great. But it is futile to expect in these days of acute economic struggle that the teacher should be dedicated to his work when he has to think for additional income. Their salary is not in any way commensurate with the increased prices of living. But, poor pay is not the problem of teachers alone. Per capita income in India is Rs. 304·07 n.p. only annually. In a newly independent country like India we have to go through many hardships. An immediate solution of our economic problems is unthinkable. Recommendations for an increase of teachers' salaries is made by the Committee on Emotional Integration of Government of India and for some ancillary measures to improve the economic and social status of teachers. Free medical aid for teachers and their families and free education for teachers children, free quarters for them and triple benefits of insurance, provident fund and pension for them should be provided by all states according to the recommendation.

We can only suggest that teachers should try to supplement their incomes through some trade other than private tuitions which affect school teaching. A teacher in the city could think of doing plumbing work or radio repairs, or of organising small co-operatives instead of doing private tuitions or a village teacher may think of poultry farming or some other productive work. Teachers doing a carpenter's job or plumbing may bring about the social benefit of changing people's attitudes toward different trades and occupation and impress an appreciation for dignity of labour in community life. But we

can not evade our responsibility just because of economic hardship. Having the same economic condition some teachers are successful in teaching; they are helping the students not only their school work but also in their growth. Why can't the others? It was found that even better salaries failed to attract some teachers to rural schools. It is time for teachers now to turn toward themselves and to evaluate their work for determining their future role as teachers.

1. Report of the Secondary Education Commission (Oct.'52—June, '53) Ministry of Education, Government of India, P.99
2. "The Project Method" Teachers College Record, 19 (Sept. 1918) P.320
3. Talcott Parson, The Social system, The Free Press, Glenco Illinois. P.207—P.226
4. Syllabus for Higher Secondary Schools (1956)

AUDIO-VISUAL MATERIALS IN THE TEACHING OF GEOGRAPHY

(Note :—The report of the group working on the preparation of teaching tools for Geography in the Summer Vacation Workshops, 1964, which was received late is being published in this issue).

There were four participants working in this group of the summer vacation workshop on the preparation of teaching tools. The period of work was from 3.6.64 to 17.6.64. The different groups were constituted on the basis of interest and subjects taught in schools by the teachers concerned. The Geography Group worked under the guidance of Sm. Krishna Dutt of the Institute of Education for Women.

In the first meeting of the group Sm. Dutt explained the nature of the work to be done and took up some important topics of Geo-morphology which the participants wanted to discuss.

On the fourth June, in the morning session, Sm. Dutt explained the concept of evaluation and the place and importance of audio-visual materials in presenting any subject to a class. She emphasised the improtant role played by these materials in making lessons vivid and interesting and how they helped students to acquire lesson plans and samples of objective type tests in order to develop an idea of how to teach systematically and evaluate objectively.

An interesting show of filmstrips with discussions on how they can be used in classrooms was held in the afternoon session. There was also some practice of enlarging small maps by projection.

From Friday, the 4th June onwards, the members of the group prepared visual materials as following :—

(1) A chart in poster colours showing the vertical section of a volcano and a pictorial map of the world showing the distribution of volcanoes.
(2) A clay model of an active volcano in which eruptions can be demonstrated.
(3) A clay model of the life-history of a valley-glacier.
(4) Models of different types of mountains in paper pulp.
(5) Six different models of drainage patterns and four different types of coasts in plasticine.
(6) A diagrammatic section of the crust of the Earth in colours.
(7) A map of the world showing countries from which messages of condolence were received on the death of Pandit Nehru. Cuttings of the messages were shown against the countries of their origin.

The participants felt that a new outlook and approach to the subject had developed out of the experience of the workshop. They had learnt how concrete ideas could be presented with the help of simple, cheap materials and how pupil's creative abilities could be drawn out by involving them in their preparation.

(Summarised from a report submitted by Sudarsana Sen and Mira Dey.)

WORKSHOP ON THE PREPARATION OF TEACHING AIDS FOR HISTORY AND SOCIAL STUDIES.

(We are printing this sectional report leff over from the Summer Vacation Courses 1964, as it had been delayed in transist Eds).

Preparation of teaching aids involves an understanding of the concept of teaching. In modern pedagogy the focus has been shifted from the teacher to the pupil—the question therefore is not so much what the teacher has taught, as what the pupil has learnt. In keeping with this notion the modern teacher does not really teach, he tries to create in the classroom a situation in which learning takes place easily and naturally. By teaching aids, therefore, is meant those factors, tangible and intangible, which are in general deliberately introduced in the classroom by the teacher in the expectation that they will create a learning situation there.

It is hard to enumerate teaching aids. Perhaps the most important aid to teaching

is the teacher himself. For his character, disposition and abilitie are indeed among the important factors producing the learning situation.

As school subjects History and Social Studies are peculiarly inviting to an intelligent, imaginitive and resourceful teacher in that they offer him an opportunity to introduce in the class a wide range of audio-visual teaching aids.

The group discussed the psychological aspects of various teaching aids, and also how they can be effectively planned and used in the actual teaching of various topics in the presentHistoty and Social Studies syllabuses of High and Higher Secondary Schools. Finally, the group produced some specimens of teaching aids, such as graphic representation of India's administrative structure, Indus Valley Culture, social cooperation, a model of an agricultural farm house of West Bengal etc.

Sukumar Mitra.

Home Science Teaching at the Higher Secondary Stage and Thereafter

(This paper was submitted by Sm. Gayatri Bhattacharjee of Sibpur Balika Vidalaya for the Seminar Reading Programmes of the DEPSE for 1962-63. We are printing below a condensed version of the essay in the hope that it may raise a much needed discussion by drawing out others to the field.)

Diversified courses of studies have been introduced in secondary education, to uplift the standard of education, to enable each student to choose the line of education he or she prefers or is suited to him or her, and to attain his or her prefessional, economic footing in future life. In these diversified courses of study Home Science has been included as a subject and also as a stream in the curriculum for girls only. It seems that this subject has been introduced with the only aim of training good housewives and good mothers for, had there been any other purpose in view, adequate scope for higher studies in the subject would have been offered in general education as in the cases of other groups (Humanities, Science and Fine Arts). Home Science can be taken up as an elective subject by students of Humanities, Science and Fine Arts, but there are no corresponding courses in the degree colleges for studying Home Science at pass and honours levels. As for the follow up of the Home Science Stream — there is unfortunately only two colleges of Home Science in the whole of West Bengal.

Problems of Home Science Education in the present form—

The main poblem in teaching home science in schools lies therefore, in the fact

that students of this particular subject have no chance of higher education except in general education. Only a few can obtain admission in the degree colleges for this subject for, in West Bengal there are only two such colleges where limited number of students can be taken in. Students who have passed the Higher Secondary Examination with Logic, Civics, and Home Science are compelled to give up Home Science in the degree course because no other college has any arrangement for teaching this subject. Under these conditions either Home Science study should be eliminated from the curriculum or the girls should be given opportunities to specialise in such allied subjects which would render them suitable for earning a living. Circumstances compel many women to take up a profession in life. The training in Home Science obtained in school require further training to make a girl suitable for a profession ; but she cannot have such training in other colleges. Further she cannot get any subject in common with the one which she had studied for these years. If Home Science is to remain a subject in the curriculum, this education must offer the scope of employment in different lines as it is with the Humanities, Science, Fine Arts groups, otherwise, the purpose of diversified courses of study is defeated. It is a fact that most girls are married off as soon as the financial ability of their parents permit, but more than 50% of the lower middle class parents have no resources to give their daughters in marriage. Naturally those parents would like their daughters to take up a profession to become self supporting. It is quite natural to expect that the bulk of the girl students would feel inclined to take up this subject because it suits them most. But in fact the numbers are diminishing year by year. The reasons for the above have been already mentioned, moreover the courses of studies in the Home Science colleges are such that qualify the students to become teachers only and they canot, by that specialisation, become fit for any other avocation. Now it may be asked how many of them can be provided with teachers' jobs every year.

Defects of the Syilabus as one Elective Subject.

The syllabus for elective Home Science as a subject is extremely lengthy when the marks allotted for the examination are taken into consideration. The extent of the study of "colour combination" has not been clearly indicated. This aspect of the study not only covers a wide range but is intricate too. Practical training of marketing has been presoribed for class X. Perhaps nobody will deny the impracticability of this demonstration in schools. Diet for the sick has to be studied in class x though this portion being considered as heavy and complicated has been prescribed for class XI for the group students. Practical demonstration of dry wash in which petrol wash is included is dangerous and there is possibility of accidents.

Defects of the syllabus for group Home Science

Students of home science group have to learn about the re-production of the human species, sexual maturity and embryonic development in the fifth paper and sex edcation in the sixth paper. It was expected by the authorities that the students would

be taught the above when they attain the age of seventeen years. This was also in their expectation that at that age the girls would attain such mental maturity that they would be profited by this education in their future life. In fact, however, girls of lesser age are being taught these. So it seems that this practicular branch of the subject should not be taught in schools but in colleges. Students of Biology in the Science stream study the re-production of plants, trees, and insects but human re-production has been eliminated for their course. If they are not thought fit to acquire that knowledge in school, it cannot be understood why the students of Home Science Group are being taught the same. In 1950 objections were made by different, schools to the Board of Secondary Educatton, West Bengal. The then Secretary, Sri D. P. Roy Chowdhury convened a meeting and after prolonged discussions, it was decided that this portion would be omited from the syllabus for the year 1960-61. It was urged in that meeting by different schools that this portion should be put out of the syllabus permanently.

Inadequate training of teachers

Teachers' training either in Domestic Science or Home Science in Viharilal College is not sufficient for the whole course of Home Science that they are to teach in Higher Secondary Schools. Perhaps it will not be out of place to mention a few examples in this respect. The teachers are not trained in making shirts and punjabis at the time of their training but they are to teach the same in schools. The physical and chemical testing of textile fibres are quite new things which they are to teach the girls schools. The syllabus of physiology, mother craft and sex education in Higher Secondary Course is exhaustive and the training which the teachers receive at the above college does not cover the entire syllabus.

Scope for earning a living and higher studies

Suggestions :—

The study of Home Science should be so designed that not only will it train up future good housewives and mothers but make them fit to take up varied professions in which the knowledge acquired can be profitably employed.

The girls who have taken up Home Science either as an elective subject or as a group must be given some chance to go for higher studies. The following subjects will help them in acquiring higher knowledge which will enable them to choose suitable professions in future life, This opportunity of higher studies in the suggested subjects must be made available in all the colleges meant for girls. Social Science may be one of the subjects that can be offered to the girls in almost all the colleges. This subject is taught in Viharilal College but there are some difference in the syllabus with that of the other colleges of the Calcutta University. The group Home Science Students in their second paper acquire knowledge of textiles and this embraces a wide part of the technology itself. So they must he given a chance for admission to Textile Technology

colleges. The first and sixth papers may be made alternative to Physics and Chemistry to help the girls in taking up textile technology in future. Moreover, Physics, Chemistry, Physiology etc. may give them the chance to go for the medical studies as these students have additional knowledge of dietetics, hygiene and midwifery. The course of Home Science may be so designed with minor elimination and addition to the syllabus so as to give the chance to the girls of general calibre to go for degree courses for nurses, dieteticians, and lady health visitors. The dieteticians' course now can only be studied at the All India Institute of Health and Hygiene, Calcutta and that too offers a diploma course. The authorities may now consider whether this diploma couruse can be changed to a degree course and the same may be introduced in other colleges also.

The courses in child care and training that can be taken up do not afford the chance to utilise the acquired knowledge in any professions except to become a teachar, If child psychology, together with general psychology are included in the degree course for the group Home Science students, that will definitely enhance the prospect of being employed as caretaker supervisors of different homes, particularly homes for juvenile delinquents. The Block Development and Social Development departments of the Government can easily recruit "Gram Shebikas" from the students of group Home Science instead of passed school final candidates. If any additional training is necessary that will be of much shorter duration that the one year's training that is being imparted at present to the latter type of candidates.

REPORT OF THE CENTRAL SCIENCE CLUB ACTIVITIES

(JULY, AUGUST, SEPT.—1964)

(By Sobhana Dasgupta)

Two meetings of the Central Science Club were held during this period at the Institute of Education for Women.

At the first meeting which was held on 11.9.64, besides the student-teachers of the Institution, 6 schools were represented by their Science teachers. Office bearers were elected for the current year. We were fortunate to have with us some members of the Calcutta Science Club, among whom were Mr. Pai of the Birla Museum and Mr. A. J. P. Stone of the British Council. Mr. Pai and his colleagues gave interesting demonstrations of the applications of simple Scientific principles and explained how these could be used for School teaching.

Mr. A. J. P. Stone's idea was to show how tape recordings could be used in the

classroom effectively and also to find out whether the type of recording he had with him could be used in Indian Schools. After listening to the record the members were asked to fill up a questionnaire regarding it.

Mrs. Das and Mrs. Karlekar were present at the meeting and all present enjoyed tea and light refreshments.

The second meeting was held on 18.9.64. Mrs. Roma Gupta of Sakhawat Memorial School gave a very interesting talk on her experiences in America and the Institution which she attended. Coloured slides made her experiences very real to all those who were listening. Attendence was fairly good and tea and refreshments were served.

Some members of the Calcutta Science Club which is an organisation of some years' standing and which has as its members a large body of scientifically minded and well placed and successful citizens of Calcutta, approached the Extension Services Department of this Institute with an idea of doing some work in the area of School Science activities. Their proposal was welcome and one of their meetings was attended by Mrs. Karlekar and Mrs. Dasgupta in which a rough plan was drawn out as to how the defferent organisations could work together.

As a result some members of the Calcutta Science Club were taken by the Extension Department and Central Science Club to Bethune Collegiate School and Lake Girls School—two of the better Schools of Calcutta. The authorities of these Schools were eager to have Science Clubs of their own—and suggestions and help was offered them with the premise of future assistance. Both these schools have since started their Science Clubs which have been working quite successfully.

The Central Science Club has been planning for the next Science Fair which is due sometime towards the end of January or early February. We hope this year it will turn out even more successful then the previous years.

BOOK REVIEW

Teaching every child to read : by Kathleen B. Hester

(*A Harper Brothers' Publication*)

This is one of the books written on the teachig of reading by Dr. Kathleen B. Hester, professor of education of the University of Michigan.

The book interprets modern Philosophy of teaching reading in terms of attainable class-room practice.

It contains a study of factors affecting children's growth in reading at all levels ; a study of mental, physical, social, and educational growth and how to guide the same.

It suggests ways and means of developing fundamental reading skills, that is skill in learning new words ; understanding what is read ; organizing and remembering what is read ; locating information ; and skill in reading aloud. This also includes programme of instruction in phonics. Meeting the needs of individual pupils has been discussed.

It presents theory and practical suggestions for developing higher level skills, that is developing the valuable ability to evaluate critically what is read, and the ability to read "creatively". According to Dr. Hester, creative reading means "added effort in comprehending and evaluating, in seeing relationships, and in sensing the feelings behind facts. A reader becomes a co-author. He visualizes, recalls experiences from his own life that verify or refute statemts, sees relevance to current conditions, and decides what he is willing to accept. He responds with thoughts and feelings which he himself contributes... A person uses all the reading skills he has acquired and to these competences he adds a part of himself."

In addition to the philosophy and practice of teaching Dr. Hester has dealt with the very important related topics of using sensory aids, building better parental relations which is "absolutely necessary for the success of any programme ; arranging inservice education for teachers to equip them for the job; and evaluating the reading programme."

Teaching reading has not been given its proper place in our school curri culum, but it has got to be, if our education is to succeed, because the skill in reading is the key to the store house of knowledge. To many of our educators this book should open new horizons in the field of teaching reading. What will be most welcome to the class room teacher is the detailed discussion of the numerous porcedures and activities in teaching every child to read. It is encouraging to know that every activity has been successfully tried out in the class room.

To Indian teachers chapters on "using basal reading materials" and "using a co-basal reading programme effectively" will not be of much use ; it is suspected that they will somewhat frusrate them. Our teachers may even feel discouraged learning what that they lack, the excellent help the teachers of the United States get from the basal readers, corresponding work books, and the teachers guide accompaning them. The facilities of the American classrooms are also wanting. But it is believed, this book will offer to the earnest teacher, very helpful guidance in teaching reading, inspite of our serious shortcomings in those areas.

Shanti Banrejee

Selections

NEW TRENDS IN PARENT-TEACHER RELATIONS

Parents' organisations are playing an increasingly active part in the life of Moscow schools. Over 80,000 parents take part in activities carried on at the schools and neighbourhood units.

Parents' committees have heen appearing for individual school forms instead of the school as a whole. And many factories have set up special councils to help school and family.

There are neighbourhood unit councils, which work with children in the bigger housing estates ; associations of active parents in every administrative district of Moscow and an all-Moscow parents' association.

The most important need for further progress is probably the establishment of comprehensive facilities to provide teaching training for the parents. A lot has been accomplished towards this end, though a great deal remains to be done.

Parents' universities have already been set up in all Moscow's districts. The various departments of the Kalinin district "University," for instance, give instruction to ever a thousand parents. And after completing the course, many of the parents pass on the kdowledge they have obtained to hundreds and thousand more.

Experience has shown that it is the schools and individual forms that can be the best place for such instruction. Already many Moscow schools provide courses of lectures for parent or even comprehensive courses with a proper curriculum. At school No. 2 in Oktyabrsky district, for instance, classes held include a special course for parents of physically backward children, who particularly need the doctors' advice and supervision. The school has a standing parents' advice board. Posters giving useful advice to parents and a special wall newspaper are issued.

Similar "universities" have been set up in other Moscow schools.

Extra-curricular activity is generally acknowledged to be the most difficult and, as often as not the poorely organised part of the education proecess. Chief among the many causes is the pressure of work on teachers. Success in this field can therefore be achieved only by those schools where the teachers are actively helped by the parents.

Parents organisations help the school in the cultural development of the children by leading amateur drama teams, choirs and music groups and arranging outings to theatres, organisations and parents' committees in the Kalinin district have got together to establish voluntary councils, to organise the children's recreation centre in their neighbourhood.

It is imposible to fellow a uniform pattern in organising voluntary effort in this sphere. But the leading principle here is that this effort should be directed by the schools and parents, committees.

From :—(Press Release, U.S.S.R. EMBASSY in India, July. 1963)

MOULDING THE NEW MAN

By Iesif Dik, Writer

It is said that a certain queer follow once decided to imitate a child's movements for a day. By the time it was evening the poor man was completely knocked out and soon afterwards departed to his forefathers. The child continued to play and smile.

Well, it might be just an anecdote, but there is a point in it. Children are bubbling with energy. It is very important to see that this energy is directed towards something useful. It must be remembered that when a child breaks a toy it is not because he is bad, but because he is curious. This is quite natural, since the growing child is discovering the world around him.

The thing that strikes one when observing children at play is that their most interesting games have a direct bearing on work: they either build "factories' from blocks, or stand in the captain's bridge on a "boat" or mould "cutlets" out of clay.

Every child wants to produce something. They have so much energy that it is hard for them to keep still.

The parents, naturally, want to see their children grow up clever and energetic. It is sensible, therefore, to instil in the children a love for work from the very first years of their life. "You played with the car, put it in place now," "wash the plate after you ate," "tidy-up your bed."

In the Soviet Union all children's institutions whether kindergartens, schools or Young Pioneer camps, have groups of young technicians and nature-lovers, they have joiners' and fitters' shops, as well as a variety of instruments, from simple scoops to precise instruments.

Due to our philosophical outlook that work is man's prime necessity and that it is a source of joy and happiness, we always strive to inculcate in our chidren a love for work and an aversion for idleness and laziness.

A law on the reorganisation of education was adopted in the Soviet Union four years ago. It signified that in place of educational methods that became ebsolete and often detached from life, new methods, such as arousing the child's interest in nature and industry, have come into being. Millions of children prefer to study the construction of lathes and instruments not according to miniature models in quiet classrooms, but at large factories, collective farms and state farms.

The early choice of a profession is of great importance not only to every juvenile but to the country as a whole, since it provides reserves of young energetic sources.

Our compulsory 8-year general educationl school gives the children a knowledge

of the humanities and technical sciences. The next three years they study one or another profession, chosen by them.

It is difficult to list all the trades and specialities that the boys and girls acquire at our schools, such as turners, telegraphists, culinary experts, nurses, chemists and programme.setters...

Upon finishing school our young people are full of bright and joyful anticipations. After taking their graduation examintions they may go to an institute, or they can enter any sphere of industry.

We are also duly concerned with the cultivation of talents.

An interesting experiment look place in Siberia recently.

Novesibirsk scientists, including a member of the Academy of Sciences, Professors and young research workers conducted two rounds of a competition in mathematics and physics and selected (in their absence) from the mass of applicants, the most capable juveniles, those who succeeded in solving difficult pooblems. The winners were invited to a summer camp and there the scientists presented them with some more "Gordian Knots". Many of the youngsters passed the tests with honours and were given valuable prizes, while one 15-year old boy was accepted to Novesibirsk University without examination.

Many of our young artists, musicians and dancers have by their talent captivated more than once large audiences of Europe and America and won recognition of the press.

Success does not come from clear skies. It comes as a result of persistent work, and our young generation understands this well.

Work is not just a means of existence, but moulds the outlook. It often smooths down the awkward corners in a child's heart and helps to choose the right path.

(*Press Release, USSR Embassy in India, July, 1963*)

PUPILS SHARE RESPONSIBILITY IN SCHOOL ACTIVITIES AND RECEIVE VALUABLE TRAINING IN COMMUNITY LIVING

In schools in the Federal Republic of Germany, the pupils share the responsibility for organising special functions and carrying out several tasks for common benefit. This arrangement serves as a training ground for democracy and community living. The school "Open Day" is one of the special functions in the year.

Heinz sighs with relief. He has managed to bring the apple tart to the school

intact. And on this day, a July Saturday, many of his schoolmates have the same anxiety. They are hurrying along with parcels of cake, for on the stroke of nine their annual school "Open Day" begins.

A colourful programme is before the parents, brothers and sisters of the roughly 1,000 pupils of the Ernst Moritz Arndt High School in Bonn : competitions, art exhibitions, film shows, a photo exhibition, chemistry and physics demonstrations, dance, music and a schoolboy cabaret. On the refreshment stands the visitors are served politely by their sons with coffee and the wide choice of cakes which the boys' mothers have contributed for the Day.

An "Open Day" like this is devised, planned, organised and put into execution by all the pupils of the school. But the responsibility for the programe of the "Open Day" rests with the Festival Committee of the so-called "Organisation for the Pupils' Sharing of Responsibility". This institution, to enable the pupils to have a say in various aspects of the school, came into being after the end of the war in 1945 when eveywhere in Germany people were looking for new domocratic forms of social life, and it has now gradually become a permanent feature of daily activity in the schools.

Among its organisational tasks are, for instance, the administration of the pupils own library, preparations for walking tours and study trips and for class and school festivities of all kinds. Senior pupils undertake supervision duties during intervals to relieve the teaching staff, organise bicycle guards and distribute the morning milk. Social tasks, such as the parcel schemes for the Soviet Zone, are also carried out, prefect duties, looking after the junior classes. Others act as "pupils pilot" making sure that their schoolmates can cross the nearby main road with safety. In every school in the Federal Republic of Germany there is today a school spokesman from the second to top form, who is elected by the individual class spokesmen. In each form the class spokesman and his deputy are elected by secret ballot. They all form the school "Parliament", which meets every month. A teacher selected by this "Parliament takes care of it as "liaison teacher" and gives it necessary advice and help.

At the Ernst Moritz Arndt High School in Bonn, the school "Parliament" arrange each year a conference in the school's own countryhouse in the nearby Eifel district.

The active part played by the pupils is regarded by the teaching staff as a valuable contribution towards their education. It is an attempt to interest the pupil in the community life of his school. Apart from this social task, it also has a political goal. During the school years, the political virtues and practices of democracy, which are required of the citizen later on, are already being developed.

(*From German News Weekly, August 2 , 1964*)

TELEVISION SUPPLEMENTS THE TEACHERS' EFFORTS

A Berlin Experiment That Will Resolve Many Doubts.

"Here is the television programme of the Fourth Secondary School, Practical Branch". A boys voice carries this announcement, and then the physics lesson begins with demonstrations on the screen.

The school is in West Berlin, and for some weeks now the pupils have been enjoying the advantage of being taught about the achievements of the technical age and also profiting directly from them in the form of a lesson. The initiator of this invention is a Berlin school inspector, Mr. Frister, who took seriously the advertisement "School Television Eliminates Shortage of Teachers" in a teachers' paper. He persuaded the firm which placed the advertisement to make available on loan to a school in his administratives area three television cameras, 10 television sets and the necessary technical equipments.

The school's own transmitter was installed recently. Teachers and pupils became engrossed in the secrets of the television camera, of sound regulation and of the control panel and in this way trained themselves in private study to became studies technicians. On Chanel 3, the first of their own programmes was transmitted to the classrooms where in each case two television sets had been installed. Naturally, they did not achieve the desired picture and sound quality at once, but, gradually, teachers and pupils have become so familiar with the new teaching medium that two ten-to-twenty minute programmes are transmitted to the classes every day.

"Tele-teaching", therefore, only supplements traditional teaching activities; it does not replace them and will perhaps not be able to do so in the near future. But it is not a game to enliven pleasantly the everyday routine of school. The very fact that the teachers and school authorities are occupying themselves so intensively with the new teaching medium is an indication of the expectations which are being raised by "tele-teaching".

The Berlin experiment is designed to answer a number of important questions: Can economies in teaching staff be made with the television screen? Can teaching methods be improved through television teaching? Does knowledge which is acquired over the television have a greater impact? And then are there subjects which are particularly suitable for the screen?

When there is break in the experiment under the supervision of the Berlin Senator for School Affairs and the educationists and psychologists of the Berlin "Didactic" Study Group, the experts and the school authorities will assess the value of the experiment.

The television screen in the classroom has proved to be astonishingly effective for demonstrations on chemistry and physics and for scrutiny of objects under the microscope. But it has transpired that pupils prefer the teacher who is standing before them in the flesh to the one who teaches on the screen. This is taken as a good sign which indicates that apparatus will not be playing the dominating role is the school of tomorrow but is likely to remain a help to teachers and pupils.

REPORT

The Rains Term Programme of the Bengal Women's Education League

By Sadhona Guha

The Programme for the Rains Term is usually fixed up by sub-committee and then approved by the general committee. For some years the members have been requesting Mrs. K. Karlekar, Co- ordinator, Extension Service Department, Institute of Education forWomen. Calcutta, to assist them in drawing up the programme, and we are all very grateful to her for suggesting as subjects for lectures, symposiums and discussions which have proved extremely beneficial and thought-provoking to those teachers who have been attending our meetings. We are also grateful to Mrs. Karlekar for helping us to contact experts in different fields to speak on the subjects selected.

Beginning on July 11,1964 there were six meetings at Victoria Institution Calcutta. These meetings were held twice a month on Saturdays. The programme went in this order :—

11th July, 1964, Satarday—11 A.M.
Subject :—How to improve teachers' attitude towards teaching.
Chairman :—Sm. Shanti Dutt.
Speakers :—Sm. Shanti Banerjee.
Sm. Sulekha Bhowmic.
Sm. Sovana Dasgupta.
Sm. Kalyani Karlekar.

25th July, 1964, Saturday—11 A.M.
Subject :—New approach to evaluation in History and Social Studies.
Chairman :—Sri K. P. Chowdhury.
Speaker :—Sm. Aparajita Roy.

8th August, 1964, 11 A.M.
Subject :—How school and community can collaborate to deal with disturbances affecting school work.
Chairman :—Sri Dharani Mukherjee.
Speakers :—Sm. Suprova Chowdhury.
Sri S. R. Ghatak.

22nd August, 1964, Saturday.
Subject :—Teaching of Geography in schools in West Bengal.
Chairman :—Dr. Binapani Mukherjee.
Speaker :—Sm. Mira Guha.

5th September, 1964, Satarday 11 A.M.
Subject :—Utilization of waste meterial for school craft.

Chairman :—Sm. Protiva Gupta.
Speakars :—Sm. Bokul Dasgupta.
Sm. Arati Shehanobish.
Sm. Usha Sen.
Sm. Manjula Das.

19th September, 1964, Saturday 11 A.M.
Subject :—School programme variety entertainment.
Chairman :—Sm. Suniti Bala Gupta.
Participants :—Lee Memorial School.
Duff Junior High School.
Bethune School.
Diocesan School.
Victoria Institution.

The subject for the symposium on the first day was a restricted form of the subject selected the year before—"Changing attitudes of teachers and students". The need to restrict the subject so that there could be specific discussion on the matter made the committee select the present subject. Even the speakers were requested to speak only on required points. Mrs. Shanti Banerjee, Headmistress, Sakhawat Memorial Goverument Girls School Calcutta, spoke on how proper administration could improve the work of the teachers. She spoke of her experiences as well as of those of others in the field and hence her suggestions were practical and useful. Sm. Sovana Dasgupta lecturer, Institute of Education for Women Calcutta expressed her well thought out views on how much teaching aids and equipment could help a teacher's attitude towards teaching. She however, felt that more important than aids and equipments was the question of teachers learning and interest in the subject. With a command on the subject and an interest and capacity to teach, the teacher will not find it difficult to get across to the students any difficult subject matter. The need to improve the economic condition of the teacher is no less important and Sm. Sulekha Bhowmick pointed out how economic problems hampered the work of the teacher. Mr. Karlekar stressed the value of In-service training of teachers of teachers to keep up with the changes taking place in the spere of education. The views of the different speakers were summed up by Mrs. Santi Dutta Chief Inspector for Women's Education West Bengal. Her probing comments on the subject were appreciated by all.

The talk on the "New Approach to Evaluation in History and Social Studies" by Sm. Aparajita Roy, Prof. Institute of Education for Women, Calcutta set teachers thinking. Equally illuminating was the Chairman's speech. Both the speaker and chairman spoke about various methods of approach and gave ample examples to clarify their points.

Lack of discipline among the student community has become a problem everywhere and especially so in Bengal. The subject "How school and community can collaborate to deal with distrubances affecting school work" was welcomed by all the members

of the B.W.E.L. The problem is a complicated one no doubt, yet the speakers felt that to a certain extent schools could do something seriously to avert future recurrence of indiscipline among students. Sm. Suprova Chowdhury Principal, Victoria Institution gave a lot of useful suggestions which she arrived at after a deep study of the problem.

The last three meetings were as well attended as the first three and this indicated clearly the interest of the teachers in subjects chosen. Dr. Binapani Mukherjee and University of Calcutta spoke of the need for improvement of the teaching of geography at all stages in the schools. Some of the weak points of the approved text books were pointed out, but both felt that interest and initiative on the part of the teacher could make geography teaching useful and interesting.

Handwork as we all know plays an important part in education but we often fail to realize the importance of the fact. On the 5th day of our meeting experienced teachers from different schools and training centres gave absorbing talks and demonstrations of how waste materials could be made use of in school crafts. Each speaker had something unique of her own to present and no one present would have denied the fact that she gained something that day. Mr. Protiva Gupta who is in charge of the Nursery section at the Institute of Education and who has written much on the subject, made a critical examination of the subject and stressed the purpose of such work in edudcation.

The last item on the list was a school programme of variety entertainment. The hall was packed on that day and every teacher present remarked that the performance of the students ranked high and the subjects selected by different schools were educative and worthy of much praise.

We convey our thanks to the Principal, Victoria Institution, for allowing us to use their hall as they have always done and also to Mrs. K. Karlekar for helping us to make the programme a success.

IMPROVEMENT OF SCHOOLS

Programmes of intensive activities for the improvement of a number of selected schools all over India have been undertaken by the DEPSE though the Departments of Extension Services attached to training colleges. The first step towards the implementation of the programme taken in West Bengal was at a state level conference of heads of selected schools along with Coordinators and Advisers deputed by the DEPSE. This conference, held for three days in October 1963 at the Ramkrishna Mission Centre at Rahara, was attended by heads of five girls' schools selected through the Department of Extension Services of the Institute of Education for Women. The plans drawn up in this were then discussed in the Eastern Regional Conference of Hony. Directors, Coordinators of Extension Services held in Patna in February, 1964,. The second State-level conference of heads of schools was held in September 1964 at Jalpaiguri for reporting on work already done and planning farther activities on the basis of

experience. Reports from five schools selected through the Department of Extension Services will appear in Teachers' Quarterly in alphabetically serial order.

I. Bethune Collegiate School

The Bethune Collegiate School had selected "Improvement of the Teaching of English" as the specific area for intensive work. The Structural approach to the teaching of English was already in use in the school from class VI and two teachers who had obtained training at the Central Institute of English, Hyderabad, were experimenting with it. The school had twice applied for financial assistance from the DEPSE for this project but no grant had been sanctioned. All concerned with the experiment had noticed a great deal of improvement in the speaking and writing of English of the students under experiment but it was felt that the real evaluation of the new approach would be possible when they reached higher classes in school.

The difficulties felt in the teaching of English in the upper classes were mainly in the regions of spelling and grammar (speciaily tenses of verbs) and special attempts were being made to provide the drilling required for the rectification of the most common errors by relating the work done in Spoken English classes to the teaching of text book and composition. The large size of the classes, however, created dfficulties in the way of adequate oral practice. Group method introduced in the teaching of com position was also being felt to be beneficial in so much it helped pupils to learn by their own efforts and released teachers' energies for better class-supervision.

This plan had not been undertaken in the school as a short term experiment but as a regular programme to be extended from class to class and to be improved by periodic evaluation of outcomes.

Other schemes for the general improvement of the school undertaken at this time were—

I. Science

a) Film shows and lectures by Scientists.

b) Participation in Science Fairs and exhibitions. Pupils' exhibits at the exhibition held under the auspices of the Bangiya Vijnan Parishad had received high praise.

II. Clubs and Careers.

a) Arrangement of Career talks.

b) Administration of varlous types of tests for allocating students to different "streams" of studies at the higher secondary stage.

c) Organisation of subject-clubs. A Science club is functioning and an application for financial assistance has been forwarded to the Department of Science Education of the DEPSE.

d) Fortnightly School Union meetings for organising dramas, debates and different types of entertainment programmes in which students

take initiative. Free discussion with teachers is encouraged at these meetings.

e) Participation by students in inter-school debates, physical demonstrations etc. and observance of national days.

f) N. C. C. training classes.

III. Parent Teacher Cooperation.

Discussions are held regularly with guardians on the progress of their wards.

A report on all these activities was placed before the second state level conference of heads of selected schools held at Jalpaiguri and a further scheme has been, since, drawn up for the intensification of the programme for the improvement of the teaching of English.

The following activities have been listed in this connection—

a) Use of the structural approach with oral drilling

b) Compilation of a graded vocabulary list.

c) Use the group-work in composition.

d) Special oral drills in classes where the structural approach has not yet been introduced.

Exceptions regarding the outcomes of these measures were listedas following—

a) The range of the pupils' interests would expand and the teachers would be involved into undertaking greater responsibilities.

b) The pupils' vocabulary would be enlarged and they would be able to use correct grammatical forms in speech and writing as a result of the use of oral drills.

c) Group work in composition would give the pupils' greater self reliance in expression.

The programme included the use of audiovigual equiment such as the tape-recorder, record player, flannel-graph and film-strip projector etc. which were expected to make the new improvements more effective.

The school expected to obtain help from the Department of Extension Services of the Institute of Education for Women in implementing this programme and would also apply for financial assistance from the DEPSE for purchasing materials at the initial stage of the experiment.

2. Chetla Girls Higher Secondary School

Chetla Girls Higher Secondary School had undertaken programmes of improvement from as early as 1956, ie, almost from the inception of the Institute of Education for Women. It had deputed a large number of teachers to its training courses and had, later, undertaken two projects, one on the improvement of the teaching of English through the structural approach and the other of a programme of correlated teaching of history and geography through projects and assignments in class VI and VII.

The headmistress was, however, feeling her inability to lift her school out of the rigid stereotypes of traditional teaching and when she came to attend the workshop at Rahara in Octeber 1963, her main concern was about the maintance of cumulative record cards. She had felt that, in spite of the lead given in the introduction of a dynamic approach through the two projects, the general lot of class-teaching remained so rigidly dependent on rote for the purposes of the examinations that teachers found it impossible to fill in the columns for interests and personality trains. Here objectives in drawing up a programme in this area was, therefore, (a) to introduce dynamic methods of teaching mainly in form of activity programmes, (b) to give greater initiative to students in classrooms to express themselves and, in this way, (c) to enable teachers to observe and assess their interests and personality trains,

The plan was to use the previous experience of some teachers in project work to enable others to introduce on period of activity programme in each class in each weak.

The help of the Department of Extension Services was to sought for working the plans while the findings from the teachers' observations were to be checked with the help of tests to be borrowed from the Bureau of Educational and Psychological Research of the David Hare Training College.

The programme for the improvement of English was also to continue side by side in planned stages.

In trying to introduce classroom activity programmes it was found that teachers who lacked orientation in such work would not be adle to implement the project. It was, therefore, decided that a peripheral approach should first be make through co-curricular activities in the establishment of school clubs.

A beginning was made in this direction by dividing the pupils of the whole school into two streams following the Science and Humanities streams of the school. Two clubs were formed each with junior and senior levels as well as class add section-wise groups. The Science Club held symposia on lives and works of some great scientists and prepared some charts and models. The Humanities group undertook some language activities with debates, discussions, elocution, recitation, dramatisation and organised an exhibition on "Living in West Bengal."

So far as the improvement of English was concerned, the scheme suffered somewhat for want of competent teachers but there was evidence for concluding that standards of comprehension and writing had improved and the number of failures in the Higher Secondary Examination had been reduced to a minimum.

This was the position at the time of report of the Jalpaiguri Conference where where a further plan was drawn up for strengthening the co-curricular activities by holding a "Parents Day", a "Science Day" and a Social Studies exhibition in course of the next year. It was expected that this would interest the pupils as well as increase the sense of involvement amongest teachers. It was also mentioned in the report that the Science Club had applied for financial assistance to the Department of Science Education.

Review of Work

July, August and September are three months in which schools work solidly without interruptions by festive occasions or distractions of external examinations or conferences: This is the season, therefore, when school visiting is at its peak and the roving Coordinator is in a position to report some developments she has seen.

Bethune Collegiate School utilised this period in working out a programme for the improvement of the teaching of English by correlating text-book teaching with spoken English classes. The teachers concerned felt that this scheme was proving to be a success and have decided to extend it further during 1965.

Chetla Girl's Higher Secondary School devoted some time to the development of co-curricular activities through different subject clubs and to utilise the gains for the improvement of curricular studies. It is too early yet to adjudge the outcomes of the general programme and one feels that action research on one specific corner would make evaluation easier.

In Narikeldanga Girls High School, the intermittent working of a programme of discipline, has come to point of departure when the development of the school teaching staff becomes much more of a felt need.

The School department of ***Loreto House*** on Middleton Row has been bothered by problems in the teaching of Bengali which defeated the Coordinator also. After trying out a few demonstration lessons she felt that these botherations could not be eliminated until the whole technique of teaching Bengali, as a second/third language, to non-Bengali children was approached on a Scientific basis. The Department of Extention Services has since put in some work on the problem and a one-year programme for teaching the language to beginners has been drawn up. The materials, complete with teachers' guide are now ready and the department is ready to answer all queries and give all help during 1965. It is hoped that Anglo-Indian Schools as well as other non-Bengali schools can benefit by introducing this scheme.

Adarsha BalikaVidyayatan of Jadavpur has organised a ScienceClub and Introduced a pilot project o teaching Geography through assigments in class VIII.

Tatini Balika Vidyalaya of Shahipur completed a project on "Agricultural and Industrial areas of West Bengal" in Social Studies and held an exhibition of the work, on the 2nd September, 1964.

Khantura Girls Higher Secondary School held a student management day on the 12th August, a day when the work of general school management and class teaching was taken over by students themselves. It was strange to see how smoothly things were run without a trace of the tensions so frequently met with in teacher-pupil relationship while an automatic silencer-mechanism seemed to have been put into commission.

The Coordinator who visited the Governments experimental ***Senior Basic School*** at Banipur was impressed by how much and how happily children and girls and boys of

the Junior and Senior sections had learnt and by the quality and quantity of the work done by them. Surely, our chalk-talk schools could learn much from here and gain much by introducing some of these techniques into their own.

What appears above is a report on the Coordinator's experiences on her rounds to schools and her work with them. Elsewhere will be found summaries of reports presented by five schools selected for intensive improvement programmes under the guidance of the DEPSE.

As our readers know, the Department has been running two special programmes during the year 1964-65. One of them is a series of six papers to be presented by the heads of six important schools in Calcutta at seminars for headmistress. Two papers had been presented earlier in the year and the two presented in this quarter were.

(a) On teacher-pupil relationship by Sm. J. Dasgupta of the Multipurpose Government Girls School, Alipore, and (b) on some emotional problems of school girls on the 19th and the 29th September respectively.

The last two will be read during November and all the six will be printed in the form of a brochure early in 1965.

The second programme was of preparing for and holding a "National Integration Day" for school children which would involve expression of international and interstatal culture patterns. It had been proposed to held the Day on the 22nd January, 1965. Since then, the holding of the Eucharistic Conference in India and the visit of His Holiness, the Pope in this connection has upset our timetable. As many teachers and administrators of Catholic schools will be away from Calcutta from the middle of November, 1964 and will therefore, have no time to organise participation in the day's programme and as these schools act as one of the most important agencies integrating heterogenous ethnic and cultural patterns into Indian nationhood, we could not think of holding our Day without their participation and have decided to postpone it till a time which would suit them better. We new propose to hold a second conference of organisers in January 1965 to take a decision on the date of the final observation. In the mean time we had visits and letters from several schools promising to take part and we thank them in anticipation.

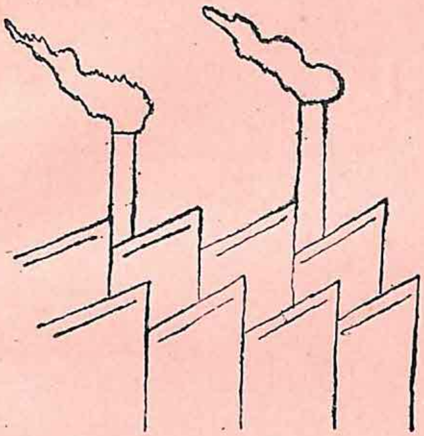
The Rains Term Programme of lectures and demonstrations organised by the Bengal Women's Education League was held over July, August and September on alternate Saturdays. A report on this appears on other pages.

A meeting of the Advisory Committee was held on the 27th July, 1964, at which the proposal to make Teachers Quarterly a priced Journal which could accept advertisements was taken and it was decided that the D. P. I.s permission would be sought. This has since, suddenly, become a very necessary step for us to take in view of the proposal of the DEPSE to deduct almost half of our publication funds in exchange of Central publications. If, therefore, we have to keep Teachers Quarterly going, we shall have to think of ways and means of obtaining supplementary funds and we can think of no other way but this.

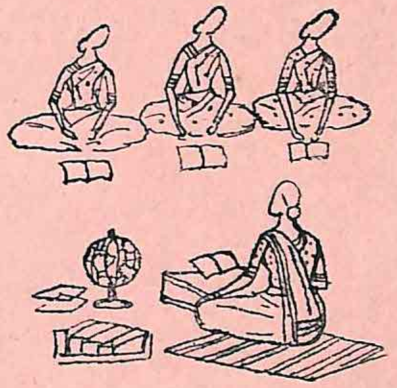
A State Level conference of Heads of Schools with Coordinators of Department of Extension Services was held, under the auspices ef the DEPSE, In Jalpaigusi for three days in September. Plans adopted in a couference held earlier in Rahara, were reported upon and redrafted for further work. It was such a good gathering of enthusiastic administrators, that one felt it to be a pity that the narrow approach of concentrating on one point should replace the broad one of "balanced development' which would had been explained at Patna earlier this year.

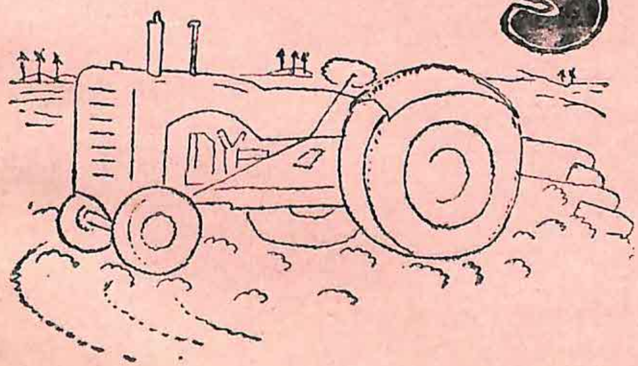
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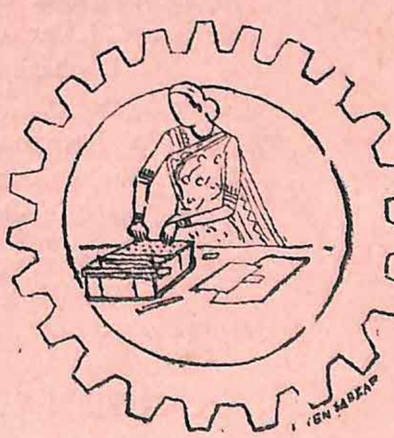
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FOREWORD

The problems that face us teachers in the schools are serious and multifarious. There is shortage of space and a consequent overcrowding in the classrooms; there is a shortage of teachers and therefore, large classes and crowded schedules of work; there is a shortage of physical aids such as books and equipment, there is a heavy syllabus, unsatisfactory text books and an antiquated system of examination that we have to deal with. On top of all, there is the acute economic problem that has to be faced by us, in common with other people in the lower middle income group in our country today.

When we are overwhelmed by all the above, we have no time and energy to consider the deeper ends of better techniques of education. As a result the school becomes a dull and and uninteresting place, where instruction is lifeless, mechanical and soul killing for the teacher as well as the taught. Worst of all—the bond of sympathy between the teachers and the pupils is then destroyed, the former become irritable and the latter unruly.

Our problems are real, very real indeed, sometimes they appear to be overwhelming. But the paradox of the situation is that they become infinitely worse when we feel overwhelmed and cease to do our best, and then we ourselves have to suffer much more On the other hand, when we refuse to be defeated by unfavourable circumstances and put forth of our best efforts in spite of all obstacles, not only do we gain a subjective feeling of satisfaction, but the actual objective situation improves considerably.

It is indeed significant that some schools are doing excellent educational work in the real sense of the term although they do not have better buildings or facilities than other schools, their teachers do not enjoy higher pay and their pupils have to cope with the same unwieldy syllabuses and outmoded system of examination. These brave pioneers feel that, although better educational work does not improve their physical or economic conditions, psychologically, indeed, spiritually, it is so satisfying that the teachers lot on the whole is considerably improved.

Reports of actual work done by some of these courageous workers will be systematimatically published by us, so that we can all be benefitted by their experience and gain courage from their success.

The Extention Service Department of the IEW is helping many of these schools in their improvement work.

Nalini Das

TEACHING OF ENGLISH IN INDIAN SCHOOLS OF TODAY

By

Purnima Dasgupta

(Condensation of an article submitted for the Seminar Reading Programes of the DEPSE for 1963-64)

English as we all know and believe is the universal language of the modern world. People of the world today have established wider relationships amongst themselves through the medium of English. Since English has established such a central position in the world, India cannot minimise the importance of English.

In India also English has helped to bring about a political and social integrity amidst all the diversities which exist between the different states. It has proved to be the only language through which the Indians have established a common bond amongst themselves.

Besides all these political reasons, educationally also English has become one of the important factors for acquiring knowledge, whether in Arts, Science, Commerce, Technical Education or in medical science knowledge of English is an indispensible factor for any Indian student.

It has been then decided by the Central Advisory Board of Education that English should be retained as a second language and not as a first one in most of the schools where the mother tongue will be treated as the first language.

The whole syllabus has been framed accordingly and, to discourage cramming, text books were abolished altogether from the Higher Secondary Course. Though students are expected to read some English books in abridged form yet, in many schools, those books are not taught in their English classes. Hence English as we see it now has become a minor subject where students are expected to know and write grammatically correct sentences leaving aside the literary aspect of the language. The majority of the students of today are thus deprived of knowing the beauty of the language and its literature.

Today the students do not find interest in English because they are made to understand that English has lost its importance since the British has left us. So as teachers of English we should tell them first the value of the language. The students need some amount of inspiration and a definite goal so that they would sincerely try to learn and acquire some sort of skill in original thinking.

The time alotted for teaching English is forty minutes a day for six days a week. Within this period the teacher has to chalk out an interesting plan for her pupils so that she can utilize this time in the best possible way without hampering the given studies of the course.

The following is a plan of what may be done in a week in a Higher Secondary class. The teacher may read out a well known passage from any famous English book and ask the students two write out the summary of it. Then, the students would frame questions from the same passage and write out the answers. That same passage may be expressed in a dialogue form. The students may be asked to underline the idioms and phrases in the passage. In this way they would know many of those oft quoted passages which have become classic in English literature. Of course along with this type of work the teacher should give importance to library work. The students should work on a "workshop" basis and each group should be given some special kind of task such as collection of important or oft quoted passages, collection of good essays or articles written by well known writers, poets, or authors, so that the students could pick up the style and at a more advanced stage they would their own style.

Then the question comes, how should English be introduced at the initial stage? Teachers teaching at this stage should be very careful and cautious about their approach. Anything learnt at this stage is remembered so well by the pupils that they can recall them at any time even in their adulthood. So while planning the syllabus one should take note of four fundamental factors which are as follows :—

1. The teacher should always follow a graded syllabus.
2. The teaching of English at this stage should be situational as far as practicable.
3. The teacher should aim at controlled vocabulary.
4. Speech should be taught before reading or writing.

In most of our Indian schools we have to deal with children whose mother tongue is other than English. Naturally English for them is absolutely a foreign thing which they seldom come across in their homes.

From my practical experience, I have found that children learn those structures quite easily through repetitions and drilling. The actions are so interesting to the children that they love to copy them and follow the instructions without any mistake. Thus whatever they learn directly becomes part and parcel of their lives. Suppose when a teacher points at a girl and says "Indira is wearing a blue frock" and points to another girl and says "Meera is wearing a red frock." The students would inastantly know and distinguish between red and blue. In this way the teacher would introduce the names of other colours without giving them a chance to say a word in their mother tongue. Of course the introduction of new structures must be accompanied by actions and in groups. Too many structures should not be taught in a day. Since that will fail to serve its purpose. That is why there is need of graded syllabus for each age group so that their may be neither overlapping nor missing of any structures.

The teachers should always take help of class situations while using the structures at different levels of progress for that would help the children to remember them well and recall the same whenever they are necessary. Say for instance the teacher wants to teach the use of this, that and is, she may do so by calling two pupils from the class and

pointing them out saying "this is Amina': She then points out to a girl at a distance and says "That is Bina" and every time asks the pupils to repeat the sentences in the same way. Great stress should be given on using the words with correct pronounciation and intonation.

Writing may come at a later stage when the children themselves will be interested in writing out the alphabets which they happen to come across in the books. It is better to start writing with square ruled paper to help the child in acquiring skill in spacing and sizing the letters The eye-hand co-ordination which is an essential factor in writing comes to a child at a later stage and it needs perseverence and training. The teacher should be very particular when assigning the amount of writing a child should do in a day. At first it should be given in small quantities so that the child does not feel tired or bored. The teacher should insist on daily assignments based on writing. It is better to give the students full privilege to form their own style for forming the alphabets at a later stage. But in the primary stage guidance is necessary when forming the letters. Children are found to adopt wrong methods when they have to write flowing hand for they do not understand what should be the natural course. In that case the teacher should help each child individually to show him the correct way. In some schools children are taught to write from the copy book which are popularly known as "pattern books" but personally epeaking I have no fascination for such a thing which destroys the freedom of the children. Children love to write out alphabets from their own books in their own little ways. Let the teachers observe them and help them whenever and wherever it is necessary. Children should be given books with attractive pictures they should be allowed to handle those books and find out how to write out the alphabets themselves when they really think it necessary to be done. At this stage children should be encouraged to write in block letters both for capital and small. Children should be interested to note down all the new words which they come across in their daily lessons and should maintain a scrap book of their own, where they would note down the new words along with sentences to show the use of those words. This would help them to develop their vocabulary. The teacher should be very careful in correcting the scrap books, as it is often found that the children, due to their overenthusiasm, misuse those words, I have often noticed that some words are used in such a way that they are turned into "howlers"—The most interesting one which I have noted down is the word "dogmatism"—The child wrote a sentence about a dog.

Now it is necessaty for one to say something on the teaching of English in presenior stage which is from class VI to VIII. It is better to introduce text books writen by English authors for the children of this age group. It is a very important stage where the teacher has to link up the lessons learnt at the primary stage at one end and, on the other, she has to look forward to train them up for the next higher stage which is the senior stage.

As the majority of the students at this age are very restless and wayward, the teachers approach should be a bit different. It is found the children of this age are very fond of story books is they highly imaginative and adventures. The teacher should make use

of this opportune moment She may introduce books like Robinson Crusoe, Hans Anderson's Fairy tales, Gulliver's Travels. Water Babies or Lamb's Tales from Shakespeare. Children would find them to be very interesting and would try their level best to grasp the stories. They should be inspired to read by themselves as much as it is practicable without imposing any compulsion. English classes at this stage should be of a bit unconventional type where the students would get free access to develop their originality and style in writing. The teacher may organise symposiums and seminars where specialists may be invited to give lectures to rouse interest in the minds of the teen-agers. Films may be shown on chosen books and teachers should be there not as passive onlookers but active participants to explain the tense moments which lead to the development of the story. Students may be encouraged to keep gleanings and collection books where they would collect materials from English literature. School libraries should be kept open to them where they would spend their leisure hours. Teachers of English should also give time to spend with them in the libraries to help the students in choosing their books. Some books must be kept in view according to different age groups th r ading of which should b mad compulsory for these classes and at the end of each term questions should be formed on those books to test the comprehension and grasping of students. I have experimented on this scheme and I have found myself to be quite successful My students who went through this type of work in their school life are doing very well in their higher studies so far English is concerned.

In this way the students of the pre-senior Classes would be inspired to improve their knowledge of English and I am sure when they would take up their Higher Secondary course, English would not appear to be a stumbling block to them. There should be co-operation and team work among the teachers responsible for teaching English. From the Primary to the Higher Secondary classes there should be someone responsible for chalking out a syllabus, linking up all the different stages of development. The Heads of the institutions should ask for a pre-planned syllabus for the whole school from the persons concerned on which the other teachers of English should frame their own courses for the year.

(*Continued from Page 80*)

class teacher would be responsible for the functioning of the system in the class while the general supervision would continue to be under the two teachers as mentioned before. The Staff Council would discuss the programme from time and make such additions and alterations as might be necessary.

The Department of Extension Services would be consulted in matters of methods of organisation and the head and the staff would visit good schools if possible.

Evaluation procedures would be as mentioned before. Observations on the general behaviour of students made in and out of class, their behaviour in class in the teachers' absence, guardians' reports and findings from attitude tests would be would discussed in staff meetings.

IMPROVEMENT OF SCHOOLS

In our September issue we had published reports from two schools out of the five included in the programme for the intensive work in schools initiated by the DEPSE in 1963. Two more reports are given below and it is hoped that more schools will come forward for inclusion in the scheme.

Government Girls' Multipurpose School, Alipore.

This school has been functioning in limited space since its inception, for, no sooner had its premises been built by the Government of West Bengal, the old building of the Sakhawat Memorial Government Girls' School had been condemned as dangerous and the two schools had to share the new building for a period. Sakhawat Memorial School's new house is, however, nearing completion, and it is hoped that the Multipurpose School will have full possession of its building in 1966.

Meanwhile, the headmistress of the school has been doing as much good as she can under the circumstances. Her main area is in the development of social talents and abilities of the students through a happy combination of guidance and club activities. Subject clubs of the school fiunction in a lively manner and cooperate with a "career corner" for proper allocation of students to the various streams of studies (Humanities, Science and Home Science in this school) and to give educational and vocational advice to the higher secondary level students. Its Science Club has received financial assistance from the Department of Science Education while the other subject clubs function on their own. These clubs participate in the career corner through a wall paper, bulletin board and a science bulletin Other developmental programmes are undertaken through a Bulbul flock, a House system and the observation of various special and national "days."

When the headmistress attended the State level workshop at Rahara in October 1963, she undertook a project in her own area of work, namely,—the problem of the "proper development pupils' talents and aptitudes upto to the delta stage (class IX) in order to enable them to choose suitable streams in the diversified higher secondary courses" —and— "from class IX onwards, to enable them to enrich their expriences in their selected subjects in their own streams "

It was expected that the teachers would be willing to accept the additional responsibilities for these co-curricular activities and that students would develop initiative and a sense of responsibility in the working of the subject clubs.

Subject teachers would sponsor clubs in their respective subjects, the career master would o'er guidance through data obtained from the students' club activities

while the headmistress, being the president of all the clubs, would be the centralising factor of the programme.

The school would borrow equipment and materials from the Department of Extention of Services of the Institute of Education for Women and would take the help of the Bureau of Educational and Psychological Research of the David Hare Training College in the matter of testing intelligence, aptiiudes, interests etc.

The evaluation of the project would consist of observation of signs of improvement in the general atmosphere of the school, development of special aptitudes in the pupils, enhancement of interest in classroom lessons and improvement in school examinations, psychological tests procured from the "Bureau" would be administered for corroboration of conclusions reached through observations.

When requested to present a report of work to the second state level conference at Jalpaiguri held in september 1964 she regretted that various circumstances had prevented her from achieving as much as she had hoped to. She however felt that the "career corner" of the school did give evidence of extra interest in class and club activities in different subject areas and that there was a sense of healthy competition as also judgement in various educational topics. The student were now more aware of their own talents and aptitudes while a general improvement of school discipline and sense of responsibility was evident.

Introducing the dynamic approach into the classrooms various projects on Social Studies, Geography and Science had been undertaken.

That the teachers were interested was seen in the discussions held in the staff room and contacts with gurdians were being established for discussions of problems of individual students with them.

A Bulbul flock had been organised in the school classes and was awarded a shield in a competition between twenty four Bulbul flocks of the locality.

Though the headmistress was unable to attend the second state level conference held at Jalpaiguri, she is continuing with the work and had recently held an exhibition of work done by students in different subjects A field trip to Durgapur had also been organised for the students of Geography.

Narikeldanga Girls' School

The school suffered from a lack of integration in the staff and was also going through a managerial crisis. The headmistress, however, had a feeling, that some specific schemes of improvement of education might help to improve the atmosphere of the school.

The school had the usual extra-curricular programmes of various kinds—variety entertainments, film and magic shows for the pupils and staff meetings for discussion on classroom teaching, special attention was, also, being paid to the improvement of the teaching of English, but the headmistress felt the need for the improvement of discipline as the basis of all other developmental programmes.

Thus, at Rahara, her project was on "discipline" she wanted to develop a sense of

"self-discipline" as conductive to "an ideal school atmosphere". The teachers' role in the programme was to be that of "gardeners enabling students to realise their capabilities fully."

The first step towards organising the scheme of self discipline would be to introduce a house system under which the pupils would have controlled opportunity for self-management. The next step would be to introduce group work in composition and projects in the teaching of social studies, history, geography, Bengali and English.

Evaluation of the programme would be made through observation, administration of attitude tests, gurdians' reports on pupils' behaviour at home, objective studies of anti-social acts in school and comparison with similiar incidents in the previous years.

The report placed at the Jalpaiguri workshop showed that nothing but a small beginning had been made of the project because the school had to pass through difficulties because of differences amongst the members of the governing body. The general backwardness of the people of the locality and the unfamiliarity of both the teachers and students to dynamic approaches were further aggravating factors.

The existing monitorial system was being utilised as the jumping off board for the new scheme. Two teachers, Sm. A Ghosh and Sm. D. Mitra had been put in charge of the implementation of a programme of coordination of the activities of class monitors for the organisation of general school discipline and posts of group monitors had been created in each class to undertake group activities, specially in English and social studies. A large number of teachers had been deputed to short term training courses held by the Department of Extension Services of the Institute of Education for Women and also for general discussions on their specific needs and problems.

The plan was redrawn after discussions at the Jalpaiguri workshop. Indiscipline was defined more specifically as being late in school, making noise in the corridors and class rooms, coming without school uniform, not preparing lessons at home, not maintaining workbooks properly, not showing respect to teachers etc.

The previous hypothesis that such things "could be checked by asking them to be their own sentinenls" was retained as strengthened by even the limited experience of the past year.

The steps of the plan of development of the monitorial system into a house system would be to appoint four group monitors in each class to look after class discipline and progress of studies. This would be, ultimately, developed into a house system by the vertical linking of group monitors of classes into four houses. The next step would be to put certain aspects of discipline in charge of the houses. The principle of election would be introduced in appointing house leaders. The houses would have additional responsibilities as of teaching of lower classes by senior students in the absence of teachers, holding discussions for dealing with minor offences etc.

The responsibility of teachers would be to ensure the proper functioning of the scheme by guiding the monitors in coordinating the activities of group monitors. The

(*Continued in Page* 77)

PUJA VACATION WORKSHOPS

9th to 12th November, 1964.

This year, the Puja vacation Workshops were held only for four days and the work done was of specific nature for planning out activities to be undertaken in schools during 1965. Twenty two teachers from nine schools attended be shop. They worked in five groups, viz, Bengali, English, Logic Geography and Science under the following resource persons—

Bengali—Mrs. K. Karlekar.

English—Mrs. Karlekar and Miss A. Bose.

Logic—Mrs. N. Das. (Principal)

Geography—Mrs. K. Dutta.

Science—Mrs. S. Dasgupta. —all on the staff of the Institute of Education for women.

The teachers in the groups for Bengali and English drew up detailed work plans ; two of the plans for English are being printed in this report and the plan for Bengali will be published in Sravani. The group for Geography worked on papiermache models and one project on the teaching of Geography was drafted which has been included in this report. The topics discussed by the science group were as follows :—

(1) Lesson plans and lesson notes.

(2) Activity methods.

(3) Evaluation and objective tools.

(4) Problems in Mathematics.

The teachers prepared visual materials in the afternoon and presented a good exhibition of science apparatus on the 12th November, 1964.

Project Prepared by :

SRIKRISHNA GIRLS' HIGH SCHOOL

Experimental Project for 1965-66

A. Information About the Project

1. **Title of the Project** : – A staged programme for the improvement of the teaching of English in the school.

The low standard in English has become a serious problem and it is felt that this is caused by lack of interest in the subject as well as the use of rigid and old-fashioned methods of teaching through memorisation of grammar and textbooks.

2. **Objectives :—**

a) To make English interesting as a "subject" by the adoption of a new approach involving activities natural to young persons.

b) To make learning of English simple by the use of graded structures and situational vocabulary collected from their own surroundings.

c) To make the learning of English natural by the application of direct conversational methods, by giving copious practice in speech before the introduction of reading and writing.

d) To enable the pupils to read with comprehension and to write correctly by providing adequate background of oral drilling on the needed language materials.

3. **Procedures :—**

MATERIALS AND PROGRAMME

This experiment will be introduced at two levels indirectly in class III when English is first introduced and directly in class V which is the lowest class in the high school section.

The work in **class III** will be done by the teachers of the primary classes under the guidance of the teachers of the high school section. As there is no prescribed text book for this class., a few initial structures from the West Bengal list for classes VI—XI will be taught orally while specially prepared reading materials and writing exercises will be used for teaching reading and writing. This work will be done in 1965.

When these pupils come to class IV in 1966 the structural approach with oral drills will be continued along with Peacock Reader I while the new class III will follow the programme as class III in the previous year modified for improvements on the basis of the previous year's experience.

The experimental stage will be over when class III of 1965 arrives to class V in high school in 1967. In that year the two primary school classes—III IV,—teaching English will have been covered by the structural approach and the primary section will have begun sending up properly equipped pupils to class V.

The second prong of the experiment to be taken up in **Class V in 1965** will also be a temporary measure to provide orgal background to the teaching of English in the class with Peacock Reader II. A condensed course of the earlier structures for class VI (as in W. Bangal syllabus for VI-XI) supplemented by Dr. Palmer's drilling system may be used for the purpose till 1967 when the natural drilling precedure as required for the

purpose will be possible in the background of the training received in the previous years in classess III & IV.

It is expected that, in the beginning to 1967—

a) The introduction of the structural approach in the primary classes will have been completed,

b) Class V will be able to follow the structural programme in the normal course,

c) Class VI and VII will have been benefited by two years of oral drilling and

d) Henceforward the use of the structural approach will advance by one class each year till the whole school is covered.

(b) Methods of teaching

The oral drilling in class III will be on the structural approach and vocabulary collected from class-room situations and the social background of the pupils. Plenty of pictures, charts and other materials will be used. The structures involved will be from the simple present to the present continuous tense,

Peacock Reader II will be used in VI along with oral drills with plenty of visual materials and classroom activities.

In classes V and VI in 1965-66 and then onwards, till the application of the structural approach is complete, the drilling will be condensed and intensive in nature to make up for the lack of training background in the previous years.

In class V in 1965-66 the objective will be to bring the pupils upto the level of reading and understanding the Peacock Reader adequately and to gain enough background to continue studying English through similar methods through the following years in school.

(c) Written Composition and Practice.

Deskwork type of programmed composition will be done at different levels. Extra activity will be introduced for enrichment for more intelligent pupils. Programmes in English will be encouraged on special days observed in the school.

(d) Evaluation.

In class III 25% of the total marks will be awarded on daily work in class. Questions at examinations will be of the "new" types to 50% and an oral work to 25%. The proportion of essay and short answer type questions will be gradually increased in the higher classes.

4) Evaluation of the Project :—

The following observations will be made and recorded objectively :—

a) Whether greater interest is created in the pupils in the classes in which the experiment is undertaken as is compansion with the others.
b) Whether they are able to speak English more freely.
c) Whether they are able to understand written English by their own efforts.
d) Whether they are able to write English correctly avoiding the most common errors.
e) Whether they are interested in reading outside books in English and taking up co and extra-curricular activities in English.

The results of the class exminations will also comparatively evaluated.

Project Prepared by :

CHETLA GIRLS' HIGHER SECONDARY SCHOOL

Title of the Project :—

MODELLING FOR CLEARER CONCEPTION OF THE RELIEF.

(*Geography Club Activities*)

It was noticed that even the students of class IX (Elective Geography group) did not have a clear idea of the contours. Sponsors of the project decided that some extra activities should be undertaken in the club to remedy such defects.

The best way of giving them a clear conception of relief, would be to help them to prepare relief models of physical features. As young pupils are more interested in practical work this type of activities would create greater interest in studying geography.

2. Aims and Objectives ;

a) To enable the pupils to prepare geographical models from plastic materials.

b) To enable them to understand the element of depth and height on the surface of the earth.

c) To enable them to understand and read all types of maps.

d) To make the facts of physical features of the Earth real to them.

3. Procedures :

We shall start with the students of class VI. The students of each section will be divided into groups to work upon relief models of different types of physical features found in Asia and Europe. They will select their work from a suggestive list of about 20 items, in case they are not able to select something to do by themselves. As class VI has five sections it is expected that about 25 models will be prepared in the whole period. The following models will be suggested.

1. Tibetan Plateau—The Himalayas and Kwenlun
2. Tarim Do —Altintag and Tiensan
3. Gobi Do —Altintag and Yablonog
4. Iranian Do —Hindukush, Sulaiman, Khirthor, Elburz and Jagros.
5. Asia Minor —Pontic and Taurus
6. Deccan Plateau—Western, Eastern Ghats and Vindhya.
7. Yunan and Indochina
8. Sibarian and Turan Plains - Ob, Yenesi & Lena
9. Yang-Sikiang—China & S.E Asia.
10. The Indo—Gangetic Plain—
11. The Low plain of Burma—Irabati and Salwin.
12. Iraq—Tigris and Euphrates.
13. Norway—Fjord Coast.

14. The British Isles—Relief in relation to Human Geography.
15. Lombardi Plain—Apennine and Alps.
16. Hungarian Lowland—Carpethian and Divaric Alps.
17. Japan—Physical
18. European Great Plain

If the outcomes of the project is sufficiently rewarding this type of work will be continued at higher levels in the higher classes.

4. Evaluation :

The following points will be observed : —

1. Increased participation and efficiency in map-reading.
2. Greater ability to interprete physical features
3. Better understanding of human geography
4. Impact on Examination Results.

Project Prepared by :

BETHUNE COLLEGIATE SCHOOL

PROJECT FOR THE IMPROVEMENT OF THE TEACHING OF SPOKEN ENGLISH AND ENGLISH.

The following project has been drawn up by Sm. Kalyani Bose and Sm. Kavita Paul, Senior Teacher and Assistant Teacher for Spoken English of Bethune School respectively.

I. Problems :

The standard of spoken English is very poor in our schools in West Bengal. So, we have to face the problem of helping a great many students to learn to speak in English correctly. It is of great importance today and as such certain procedures should be followed in order to develop a fluent command over the language, as pupils have a very narrow field for practising the language.

II. Aims :

How to improve the teaching of Spoken English and English ?

1. The total inability of the pupils in learning to speak English discourages them. Self-consciousness and shyness are great hindrances.

2. Very little English is spoken or heard in schools or at home, so little interest is taken by the pupils.

Therefore :

Hypothesis about possible wages of Improvement.

1. Conversational sentences in everyday use should be freely given to differentiate between spoken and written English.

2. Lessons given should be as simple as possible.

3. Plenty of practices of each sentence pattern in each lesson should be introduced and repeated aloud and make the pupils do the same. Hence more time is required.

4. Most of the lessons should be given in conversational form.

5. (i) Introduction of dramatisation of stories, reading and learning poems, reading aloud.
   (ii) Discussing general knowledge and current topics according to each class.
   (iii) Grouping in classes according to ability and standard and have inter-group competitions.
   (iv) Dialogues and story-telling by the pupils themselves must be introduced.
   (v) Simple debates on easy topics should be held.
   (vi) Objective tests and other short-answer questions to be given for marks.
   (vii) Introduction of activity methods such as drawing up charts, picture-stories, play acting etc.

6. Grouping is essential as there are too many pupils in each class thus hampering individual attention.

7. More teachers are required with knowledge of good Spoken English and pronunciation.

8. Use of Tape-recorders for correct pronunction and showing of educational films from time to time.

9. School clubs organised by pupils themselves.

III. Evaluation :

1. Results achieved to be compared with the results of the previous years.
2. Pupils should keep records of mistakes and compare at the end of the year.

LIST OF PARTICIPANTS

Bethune Collegiate School.

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Bithi Ghose	...	"
Kavita Pal	...	English
Sadhana Neogy	...	"
Kalyani Bose	...	"

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Manjusha Bose	...	English
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BOOK REVIEWS

Development in Early Childhood......The Pre-school Year.

D. Bruce Gardner...Iowa State University (Harper & Row)

Proper understanding of the nature & needs of children has been given great importance in the fields of Psychology & Education in recent years. Significant research work has been done in the area & much has been written. The present volume is a welcome addition to the rich literature.

The author is well aware of the social and educational importance of this type of work. Society has both rights & responsibilites regarding its children. The child is a product of society, no doubt, but in the long run, society is a product of its children. In fact, society is an abstraction that does not exist apart from its members. Therefore it can be only as strong as its members.

The author of this volume has stated his own objective to be twofold :—to provide a general introduction to the professional field of child development, and to provide a fairly concise picture of the young child's growing as a job of achieving self-hood'. According to him there are 'dynamic persons' in the child's pattern of behaviour and that are connected with its struggle to achieve self-hood.

The first part of the book describes professional & technical methods of child-study. There is brief history of child study & a resume of methods adopted by the different schools.

The second part specifies the nature & sources of development. Development is the total complex of process arising from internal & external forces. According to the author the over-all goal or objective is self-realisation or struggle to achieve ones potentials. The enlightened & wise parent & teacher should recognise this, try to understand individual differences and have a respect for the child's individual growth.

The third part, comprising the major portion of the volume, describes the different aspects of development physical social, mental & emotional, and tries to show how the child gradually achieves self-hood.

The child's self-concept is largely dependent on his ability to control his own body-movements & the objects of his environments, and his own feellings about such ability. The pre-school years are a time of incessant motor activity. Control of movement improves with such practice. It is important for parents and teachers to

comprehend & appreciate this, so that their demands may be realistic and help, rather than hinder the child's development.

The pre-school years also represent the period of most rapid growth of language, which is a very important mode of social interaction. The role of the adults who are most closely related to the child's life is very significant.

Intelligence develops apace. Judged by the social criterion, the child learns to adapt to his environment. There is room for creativity and inventiveness & these should be encouraged. In order to help intellectual development, the adult should provide a challenging and stimulating environment, and try to give satisfactory answers to the children's questions, with respect for the needs which motivate the questioning.

The child has various emotions, which are often in conflict with one another. Proper comprehension and appreciation of these is an essential pre-requisite of effective emotional guidance.

The social development of the child means learning to live with others and implies learning to live with one's self. It is therefore an important aspect of achieving self-hood.

The fourth and final part of the book is devoted to a discussion of the relation of the child to society. Many institutions of society participate in the process of socialisation of the child. The child's cultural heritage is a powerful & pervasive force that enters into child's way of looking at things, acting on the child through his family, school & social environment.

The personality needs of the child are chiefly supplied by the family. Much of the child's adjustment is learned from his parents.

The nursery school should be organised in such a way that it would contribute to all aspects of total development and help the child towards self-realisation.

Society serves as a restricting agent as well as a means of self-realisation of the child. Society has a long history of evolution of values, which act on the child through the home, school & other social institutions. Values are related to acts of choice in day to day life as well as basic considerations of right and wrong. As such, values run deep into personality. But it would be entirely wrong to suppose that personality emerges mechanically from interaction of environmental forces. These forces interact with individual qualities and strivings of the self. 'Self-realisation is a continuing process, a life-long programme of understanding the potentialities of one's self.

The author's presentation of the theme is scientific, without being pedantic, and at the same time, interesting, without being trivial. It provides good reading material to students of child psychology, as well as parents and teachers of children.

(**Nalini Das**)

ARE YOU A GOOD TEACHER ?

By William M. Alexander. Professor of Education, George H. College for teachers, (U.S.A.) Published by Holt, Rinehart & Winston, New York. Price not indicated

The book under review is one of the nine educational pamphlets received through the courtesy of D. E. P. S. E.

The author is the consulting editor of a series called the Rinehart Education Pamplets in which the book under review has been included. It seeks to help, as may be inferred from the title, everyone who aspires to be a good teacher. But unlike any common treatise on principles of Education or teaching not only does it analyse what constitute good teaching or enumerate all the qualities of a good teacher but also analyses the make-up of a good teacher in different perspectives, e.g. active leadership, involvement of pupils in varied learning experiences, working with individual pupils helping other teachers, co-operating in educational improvement, strenghening professional organisations and so on. The suggestions are helpful to the teacher in playing effective roles on the various sectors of his professional life.

The author has attempted a nice analytical treatment which has made the subject-matter attractive and effective. Dry theories have not been jumbled together, but theories have been suitably arranged. Points have been classified in groups and sub-groups according to their affinity or other relations. The theories elucidated appear to be pointed in the context of illustrations from practical experiences of teaching situations.

The book, though primarily introduced for the profession will be of much help to educational administrators as well particularly in selecting good teachers The short pamphlet is full of stimulating suggestions.

(*From Library Service Bulletin, Extn. Service Dept. Govt. Training College, Hooghly*)

Sri A. K. Basu. Lecturer, Goverment
Training College, Hooghly.

SELECTIONS

Leaders Answer Questions by School Children.

Ministers, experts on various subjects and politicians of high enimence are sometimes guests at schools in Germany and enlighten the young people on problems of public interest.

This is a feature of the educational arrangement in schools and it serves a very useful purpose. It helps the young people inform themselves correctly and fully on significant events and current problems. Further it makes of them sound citizens.

"Herr General, what is your opinion of conscientious objectors? A 17-year-old Frankfurt high school boy asked the question recently in a public discussion as if it were the most natural thing in the world—though his father was filled with astonishment.

In 400 secondary schools in Germany, nearly 15,000 schoolboys and schoolgirls concern themselves even after school hours with political, economic and civic questions. Joined together in the Secondary Schools Political Study Group (PAO), they provide proof of the political interest of the youth in the country. The State supports their efforts, on the one hand, materially by providing money from the funds of the Federal Youth Plan, and, on the other, by promoting an ideal. Representatives of all the parties in the Bundestag give advice and assistance to the executive committee of the PAO in Bonn. But the choice of subjects to discuss and of the people to speak on them lies with the schoolchildren themselves.

For these boys and girls, democracy is not just a highsounding word, but a task. They travel in groups through the Federal Republic; they inform themselves in Cologne perhaps about the planned third television progamme, take part in discussions in the School for Moral Leadership in Coblenz, where they are concerned inter alia with the position of the soldier in the democratic state, and listen, shuddering, to the examination of witnesses at the Auschterwitz trial in Frankfurt. It is an established fact that many members of the public attending these are young people. "Nothing like this must ever happen again," said Jorg Steiner, the 17-year-old leader of the North Rhine-Westphalia Land Group, after he had heard the terrible accounts given by former concentration camp priosoners.

"We want to learn as early as possible what rights and duties we have in our democracy. We do not want to fall again through ignorance into the hands of rabble-rousers." "Democracy means responsibility for each individual citizen," a school-boy declares with emphasis.

(*From Weekly German News*)
January 2, 1965

The Concept of Social Studies. (W. H. Griffin in the Social Studies Teacher)

– For teaching purposes social studies may be organised in a variety of ways so long as its contents and methods are selected in terms of the purposes stated generally. Thus integration and co-relation, the "problem" approach, and the teaching of the separate subjects are all acceptable so long as they are taught from the social studies point of view.

A balanced programme of social studies should include a judicious combination of a number of different approaches, each contributing something unique as well as contributing to the general purposes. The integrated approach helps students to understand all inter-related aspects of a people, culture, topic or problem. It is important that future citizens be helped to acquire the kinds of understanding about man that are more possible when information from all pertinent sources is brought together into a single teaching-learning unit. Similarly, students studying a topic in history or geography can better understand the subject in many cases if there is a correlation with economics or civics which helps to explain the historical or geographical concepts they should learn.

The separate study of history can make an equal contribution of the intellegent citizen by giving him a meaningful understanding of the background of his society and of the world. Furthermore, some understanding of the value of history will help the citizen throughout life in making use of historical materials to broaden and deepen his understanding of man and the world. Geography is particularly important as a separate study of man's environment and his relation to it. In the world of today some knowledge of geographical tools and concepts is a "must" for the person who wants effectively to understand the world in which he lives.

The above discussed concepts of social studies should put to rest the arguments that have been going on between the protagonists of "integrated social studies" and the protagonists of the teaching of separate subjects of history, geography, economics and government. The exclusion of either approach from the total programme will result in a weaker programme for the studens.

It may be desireable to make a distinction between social studies as part of the "core" in Indian secondary schools, and the elective offerings in the humanities. The humanities electives should be considered pre-vocational subjects to a considerable degree. They include social science subjects such as history, geography, economics, government and logic. These subjects are studied as electives to prepare students for entrance into the university where a specialisation will be developed. In the elective social science subjects the main objective is to learn the subject and discipline of the subject, to become something of an expert in one or more branches of the social sciences. This is quite different from the main objective of studying the social science contents as part of the social studies programme for purposes of citizenship education. For instance, the student who studies geography as an elective subject in the humanities group should focus on the methods of geography the tools and concepts of the subject and knowledge which will provide a basis for further specialisation at the university level. The student studying geography as part of the social studies programme should focus on using ideas and concepts from geography to understand man, why he lives as he does in varying parts of the world, how man's efforts to control his environment have led to a better life, and how geographical factors influence relationships between groups of men and nations today. The two approaches are n t mutually exclusive, but their focus and emphasis are different.

A word needs to be said about method as part of the concept of social studies

The purposes of the teaching of social studies include process, skill, attitude and emotion as well as knowledge and understanding. These kinds of objectives cannot be achieved through the use of a single method of teaching. They particularly do not result from the teacher telling the students everything they should know, feel, do and think. The student must be "involved" in the teaching learning process. He must be challenged to think. He must himself search out information to shed light on problems. He must become emotionally committed to ideas through his own thought processess. He must be allowed to doubt, to question, to weigh evidence and to arrive at his own conclusion. The teacher's role becomes more of a guide to learning rather than the source of information. Furthermore, the objectives of teaching should focus on general understandings, concepts and principles more than on information. The world of information is today too large for students to attempt to "cover" in school all that they may need to know, whatever information is taught, must be carefully selected to help students develop major ideas, attitudes and habits conducive to continuing learning throughout life.

In addition the concept of social studies includes commitment to action. The most unformed individual may not use his knowledge by participating actively and constructively in the affairs of society. Social studies should, through its content and teaching methods, help the student learn the processes of individual and group action required of citizens in a democracy. Through participation in class, school and community activities under the responsibile guidance of the teacher, students can come to understand how a democratic society functions. They can learn the skills and behaviour patterns required and develop a commitment to democratic means of solving problems........................ ....The concept of social studies suggested above requires education and training of teachers different in many ways from what is now being done. The teacher's social science knowledge must be different in many ways from what is now done.

It must be different in kind including real understanding of the subjects, not just knowledge of many facts. It should include study of the newer social sciences such as sociology, concerned with society in a process of change, he must also have an ability to see relationships between ideas from the separate social sciences. Furthermore, he must know how to teach to help studies active the objectives implied by the social studies point of view. He must also have an understanding of and commitment to the concept of social studies ; and finally, he must be an active student of his society and of the world ; very aware of his country's problems, developmental plans, successes and failures and possessing the sense of the direction in which his country should develop ; in touch with major developments in other countries and in world situations ; possessing a social and political outlook which has depth and integrity and which is in general agreement with the fundamental values of his society. India deserves no less qualities in her social studies teacher. To produce such qualities will require changes in the academic programme and the teacher-training programme through which teachers are now educated and trained. It will require considerable effort to reeducate and retain teachers now in service...... ....

Reviw of Work

The activities of the quarter started in November after the hectic Durga Puja days were over. A very very short course of workshops was held in the beginning of the month and the reports printed elsewhere will show that the short duration of the shops affected neither the quality, nor the quantity of the output of work adversely. A bye-product of this period was that a few teachers came over and used our library reading room and various materials to prepare experimental projects and write a few essays for the seminar reading programmes of the DEPSE for 1964-65. The projects and the essays have been forwarded through the proper channels. The details of plans for the projects have also being printed in this issue along with the reports of the workshops.

The last two seminars in the Department's special programme for headmistresses were held in November. The first was held on Saturday, the 21st November, when Sm. P. Basu headmistress of Ballygunge Siksa Sadan gave a talk on "The problem of Deteriorating Standards." The subject for discussion at the second seminar, held on Saturday, the 28th,—"The Higher Secondary School Time Table." was initiated by Sm. A. Halder, Headmistress of Bethune Collegiate School.

A meeting of the central Science Club was held on the 18th November, to prepare plans for the Annual Science Fair. No grant for the purpose had been received from the Department of Science Education Ministry of Education, Government of India, but the members of the club felt unanimously that it would be disappointing for the pupils, frustrating for their teachers and harmful to the cause of science education, if such a popular programme was abolished without notice. The members, therefore, sportingly offered to raise the requisite funds by subscription for holding the usual exhibition and debating competitions at the end of February. It was also decided that a three-day workshop and conference of science teachers with screening of Science films and extension lectures would be held in those three days.

Kalyani Karlekar.

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শ্রাবণী
নবম বর্ষ
১৩৭১
মহিলা শিক্ষণ-শিক্ষা মহাবিদ্যালয়
প্রসার বিভাগের মুখপত্র

শ্রাবণী

অষ্টম বর্ষ ১৩৭১

নিবেদন

আমরা, যারা শিক্ষকতা-বৃত্তি গ্রহণ করেছি, আমাদের মনে মধ্যে মধ্যে নৈরাশ্য এবং অবসাদ আসে। এক এক সময় মনে হয় যে আমাদের সমস্ত প্রচেষ্টাই বিফল হয়ে যায়। কারণ, জীবনের অন্যান্য ক্ষেত্রে মতন, শিক্ষাক্ষেত্রও বহু সমস্যা বিজড়িত। কিন্তু, তবু লক্ষ্য করা যায় যে, কোনও বিদ্যালয়ের শিক্ষকেরা যদি স্কুলটিকে উন্নত করবার জন্য বদ্ধ পরিকর হয়ে উৎসাহের সঙ্গে কাজে লাগেন, তাহলে বাইরের অভাব অসুবিধা মিটুক বা না মিটুক —আভ্যন্তরিক কাজে কর্মে কিছুটা সজীবতা অবশ্যই আসে। এটাই হল সব চেয়ে বড় কথা। বাইরের অভাব শিক্ষাকে বহুলাংশে ব্যাহত করে, সন্দেহ নাই। কিন্তু তারচেয়ে অনেক বেশি সাংঘাতিক হল ভিতরের নির্জীবতা ও যান্ত্রিকতা। কারণ বিদ্যালয়ের সমস্ত পঠন-পাঠন তার দ্বারা নীরস ও ভয়ানক হয়ে পড়ে।

জানতে চাওয়া তরুণ মনের একটি স্বাভাবিক ধর্ম। কিন্তু যে বিদ্যালয়ে তারা জ্ঞান লাভ করতে আসে সেখানে আমরা তাকে অস্বাভাবিক করে তুলেছি শুষ্ক, কঠিন পাঠ্যপুস্তক এবং কৃত্রিম পঠন পাঠন ও পরীক্ষা গ্রহণের মধ্যে দিয়ে। কোনও বিষয়ে জানবার জন্য পরস্পরের সহযোগিতা করা এবং বড়দের সাহায্য গ্রহণ করা। এও বাল্যের একটি সহজ প্রবৃত্তি। এই আদান প্রদান যখন আন্তরিক হয় তখন জ্ঞান লাভের সঙ্গে সঙ্গে শিক্ষক ও ছাত্র উভয় পক্ষের মনেই জাগে আনন্দ এবং সার্থকতা বোধ। অথচ, আমরা এই উভয় পক্ষের মধ্যে এক অচলায়তনের প্রাচীর তুলে রেখেছি। উপরন্তু অনেক শিক্ষক আবার কৃত্রিম গাম্ভীর্যের

আবরণে নিজেদের আরো বেশি দূরে সরিয়ে রেখেছেন। হয়তো তাঁরা উপলব্ধিই করছেন না যে এই ভাবে তাঁরা একদিকে শিক্ষকতা কার্যকে আরো কঠিন করে তুলছেন, অপর দিকে তাঁরা বঞ্চিত হচ্ছেন নিজেদের প্রাপ্য একটি অতি সুন্দর মানবিক সম্বন্ধের গৌরব থেকে। আমরা, যারা শিক্ষকতাবৃত্তি গ্রহণ করেছি, তাদের জীবনের সকলের চেয়ে বড় আনন্দ ও সার্থকতাবোধ আসতে পারে ছাত্রদের তরুণ মনের সংস্পর্শ ও সাহচর্যে এবং তাদের সার্থক পরিণতির পথে সাহায্য করার মধ্য দিয়ে। সকলের চাইতে বেশি সার্থকতা প্রত্যেক পথে দেখা যায় যখন কোনও শিক্ষায়তনের শিক্ষক ও ছাত্রের মধ্যে যে কেবল একটি সরস ও সুন্দর শ্রদ্ধা ও স্নেহের সম্বন্ধ বর্ত্তমান থাকে তাইই নয়। শিক্ষক এবং ছাত্র সকলে মিলে যখন শিক্ষায়তনটিকে নিতান্ত আপনার বলে মনে করেন এবং তার উন্নতির জন্য আন্তরিকভাবে চেষ্টা করেন। বস্তুতঃ, যে সকল বিদ্যালয়ের শিক্ষকেরা নিজেরাও বিদ্যালয়ের উন্নতির জন্য প্রাণপণ চেষ্টা করেন, উপরন্তু যাঁরা ছাত্রদের মনে সে বিষয়ে উৎসাহ ও কর্ম প্রেরণা জাগাতে পারেন, সে বিদ্যালয়ের উন্নতি হওয়া অবশ্যম্ভাবী। কাজ কর্ম পড়াশুনা সকল কিছুর মানই সেখানে উন্নত হতে বাধ্য। শিক্ষক এবং ছাত্র সকলে যখন পরস্পরের সহযোগিতায় বিদ্যালয়ের উন্নতি-কল্পে কাজ করেন তখন শত অভাব অসুবিধা সত্ত্বেও তাঁরা এগিয়ে চলেন।

এইরকম অনেক বালিকা বিদ্যালয় আমাদের প্রসার বিভাগের সঙ্গে যুক্ত আছেন। প্রসার বিভাগের পরিচালিকার কাছে তাঁরা নিয়মিত সাহায্য নিয়েছেন। তাঁদের সার্থক কার্য-কলাপের কিছু কিছু বিবরণী শ্রাবণী ও টিচার্স কোয়ার্টার্লিতে ছাপা হয়েছে যাতে তাঁদের উদাহরণ দেখে অন্যেরাও উৎসাহ এবং প্রেরণা পেতে পারেন।

—নলিনী দাস

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দ্বিজেন্দ্রলাল রায়

(১৯৬২ খৃষ্টাব্দের শিক্ষাসপ্তাহের সম্পর্কে অনুষ্ঠিত বক্তৃতামালায় কলিকাতা বিশ্ববিদ্যালয়ের বাংলার অধ্যাপক ডাঃ অসিতকুমার বন্দ্যোপাধ্যায় উক্ত বিষয়ে যে ভাষণ দিয়েছিলেন নিচে, ছাত্রীদের নিকট প্রাপ্ত বিবৃতি অবলম্বনে, তারই একটি সংক্ষিপ্তসার দেওয়া হল।)

ওই সময়ে ভারতের ঈশাণ ও বায়ুকোণে যে বজ্রগর্ভ মেঘ পুঞ্জীভূত হয়ে জাতীয় জীবনকে অন্ধকারাচ্ছন্ন করেছিল তার উল্লেখ করে বক্তা বলেন যে ওই বিষবাষ্পপূর্ণ ভয়াল আবহাওয়ায় দ্বিজেন্দ্রলালকে স্মরণ করার বিশেষ তাৎপর্য আছে। তিনি তাঁর জীবনব্যাপী সাধনায় অমর ভারতের সন্ধান করেছিলেন ভারতের ইতিহাসকে, ঐতিহ্যকে তিনি গানে, নাটকে, প্রহসনে, গীতিকবিতায় রূপ দিয়ে বাঙালীকে জাতীয়তাবোধে উদ্বুদ্ধ করেছিলেন।

১৯০৫ সালে সারা বাংলা বংগভংগ আন্দোলনে মুখর হয়ে উঠেছিল। সেই জাগরণ মূর্তি নিয়েছিল অরন্ধন, রাখীবন্ধন প্রভৃতি নানা অনুষ্ঠানে। দ্বিজেন্দ্রলাল তার প্রকাশ করলেন জাতীয়ভাবে উদ্বুদ্ধ গান ও কবিতায়, ইতিহাস সম্পর্কে উদাসীন বাঙালিকে নাটকের মধ্য দিয়ে স্বাদেশিকতার প্রেরণা দিতে চাইলেন। তাই আজ যখন নোতুন করে বাংলার তথা ভারতের জাতীয় চেতনা উদ্যত এবং যখন দ্বিজেন্দ্রলালের জন্মশতবার্ষিকীও উপস্থিত, তখন বর্তমান অলোচনার মূল্য অনস্বীকার্য।

নাট্যকাররূপেই প্রধানত পরিচিত হ'লেও দ্বিজেন্দ্রলালের প্রতিভা ছিল বহুমুখী। তিনি মাতৃ ও পিতৃকুল থেকে বৈষ্ণব ও শাক্ত এই দুই ভাবের উত্তরাধিকারী হয়েছিলেন বলে পাশ্চাত্ত্যশিক্ষার ফলেও জীবনে পাশ্চাত্ত্যধারার অনুসরণ করেননি এবং কাব্যজীবনেও তাঁর পাশ্চাত্ত্যরসপুষ্ট প্রতিভা পরিস্ফুট হয়েছিল আর্যগাথা, মন্ত্র, অর্ঘ্য প্রভৃতি গীতি কবিতার ভারতীয় ভাবনায়। রবিরশ্মির আড়ালে এই প্রতিভা কিঞ্চিৎ নিমীলিত হলেও রসিকজনের লক্ষ্য এড়ায়নি।

গীতি কবিতা সে বাংলাসাহিত্যের প্রথমাবধি বর্তমান তার প্রমাণ চর্যাপদে ও বৈষ্ণব কবিতার পদে পদে পাওয়া যায়। প্রাচীন বাংলার গীতিকবিতা ধর্মকে অবলম্বন করে' বেড়ে উঠেছিল আর রেণেসাঁসের ফললাভী আধুনিককালে সাধারণ জীবন ও প্রতিদিনের জগৎকে নিয়ে নিত্য ভালবাসার অর্ঘ্য প্রকাশ হ'ল গীতিকবিতায়। দ্বিজেন্দ্রলালের গীতিকবিতাও সাধারণ গার্হস্থ্যজীবনের কথা এবং তার উপলব্ধি রবীন্দ্রনাথের তূরীয় মার্গে না উঠলেও তাতে গীতিরস ও ক্লাসিক রসের অদ্ভুত মিলন ঘটেছে। এইজন্য রবীন্দ্র প্রভাবমুক্ত হ'তে না পেরেও দ্বিজেন্দ্রলাল হাসির গান ও ব্যংগ কবিতায় ছিলেন অনন্যসাধারণ।

বাংলা ভাষায় হাস্যরস ও ব্যংগরস বেশ অবহেলিত। এই ব্যংগরসে যে ফরাসী সাহিত্যসুলভ মজলিশি ভাব আছে দ্বিজেন্দ্রলাল তাঁর "হাসির গান" ও "আষাঢ়ে"র মধ্যে সেইভাবে wit ও humour এর সমন্বয় ঘটিয়েছেন। ব্যংগ ও বিদ্রূপের মাধ্যমে তিনি কাউকেই আঘাত না করে' নিষ্কলুষ, নির্দোষ আমোদের সৃষ্টি করেছেন। এ বিষয়ে তিনি ঈশ্বরচন্দ্রগুপ্ত ও হেমচন্দ্র বন্দ্যোপাধ্যায়ের শিষ্য।

আবার সময়বিশেষে বিদ্রূপেরও প্রয়োজন হয়—সমাজের ত্রুটিবিচ্যুতি, অন্যায়-অবিচারকে ব্যংগ কবিতায় সমালোচনা করা যায়। বিদেশপ্রত্যাগত দ্বিজেন্দ্রলালকে রক্ষণশীল সমাজের যে বিচারের সম্মুখীন হতে হয়েছিল তাকে তিনি ব্যংগ কবিতার শাণিত অস্ত্রে টুকরো টুকরো করে দেখিয়েছেন। তবু তারই মধ্যে ব্যক্তিগত হিংসার পরিবর্তে একটা সার্বজনীনতা ও সামাজিকতার ভাব পাওয়া যায়।

তারপর তাঁর নাটক। নাটক হ'ল যুগের ও জাতির সাহিত্য-প্রতিফলন এবং দ্বিজেন্দ্রলালের নাটকেও তার ব্যতিক্রম হয়নি। তিনি যখন য়ুরোপে তখন সেদেশে ইবসেনের যুগ, সেই ভাবের সংগে তাঁর প্রত্যক্ষ যোগ ঘটেছিল। তাছাড়া তিনি জার্মান নাট্যকার শিলারের নাটকও প্রভূতভাবে পাঠ করেছিলেন। বাংলাদেশে তখন গিরিশচন্দ্র, জ্যোতিরিন্দ্রনাথ, অমৃতলাল, ক্ষীরোদপ্রসাদ প্রভৃতির নেতৃত্বে নাটকের আংগিক নিয়ে নানারূপ পরীক্ষা নিরীক্ষা চলছিল। তখনকার দর্শকেরা নাটকের সাহিত্যের জন্য উৎসুক ছিলনা, তারা চক্ষু কর্ণের ক্ষুধা মেটাতেই চাইতো বলে' মধুসূদন বা দীনবন্ধুর সাহিত্য-সমৃদ্ধ নাটক জনপ্রিয় হয়নি বাংলা নাটকের উৎকর্ষ ধীরে ধীরে কমে আসছিল।

এই সময়ে দ্বিজেন্দ্রলাল অবতীর্ণ হ'লেন এবং বাংলার দর্শকেরা পাছে তাঁর নাটক গ্রহণ করতে না চায় সেইজন্য তিনি পূর্ববর্তীদের আংগিকের অনুসরণ করলেন কিন্তু তাতে তাঁর মন ভরলোনা তিনি উপলব্ধি করলেন যে নাটক কেবল শিল্প নয়। তার ভিত্তি দৈনন্দিনের ওপর, তাই তিনি সেই শাশ্বতের প্রকাশে উদ্যোগী হ'লেন। তাঁর নাটকে ঘুমন্ত অতীতের সুপ্ত যুগ জাগ্রত হ'ল। দুর্গাদাস, শাজাহান, মেবারপতন, নূরজাহান প্রভৃতি নাটকে অতীতের মানুষ তাদের চারিত্রিক সংঘর্ষে প্রবৃত্তির দাহ নিয়ে অত্যন্ত জীবন্ত হয়ে উঠলো। নাট্যকারের কৌশলী কলমে ইতিহাস ভাষামুখর হয়ে প্রতিভাত হ'ল। চন্দ্রগুপ্তের সংগ্রাম, শাজাহানের পিতৃহৃদয়ের সংঘাত, চাণক্যের প্রতিশোধেচ্ছার সহচারী মায়ালোলুপতা, নুরজাহানের নারীর ক্ষমতালোভের সংগে হৃদয়ের দ্বন্দ্ব প্রভৃতির তুলনা সাহিত্যে দুর্লভ।

কোনো কোনো সমালোচক বলেন তাঁর নাটকে ইতিহাস বিকৃত হয়েছে এবং চরিত্রগুলি অতি-প্রাকৃত পৌরাণিক ও পুঁথির পাতায় আবদ্ধ ঐতিহাসিক মানুষ। বলা হয়েছে যে বাঙালি অতি আবেগ প্রধান বলে সার্থক নাটক রচনা করতে পারেনা। সে বিচ্ছিন্ন দ্রষ্টার আসন গ্রহণ করতে না পেরে কোথাও না কোথাও নিজের প্রকাশ করে ফেলে। দ্বিজেন্দ্রলালের নাটকে এই ত্রুটি সত্ত্বেও তাঁর বলিষ্ঠতা ও আদর্শবাদের প্রকাশ ঘটেছে, যেমন ঘটেছে শীলারের নাটকে। তাঁর নাটক সাধারণ জীবনের চিত্র নয়, চরিত্রগুলির আলাদা ব্যক্তিসত্তা নেই, সবাই এক ভাষায় সংলাপ বলে এবং স্বরের ওঠানামা থাকলেও সর্বত্র একই সুরের ব্যঞ্জনা হয়। এই সমালোচনা প্রযোজ্য হ'লেও সাহিত্যের বিচারের জন্য তাঁর ঐতিহাসিক পরিমণ্ডলের বিচার করতে হবে, তাঁকে বুঝতে হবে, তাঁর সাহিত্যিক জীবনকালের বিক্ষুব্ধ রাজনৈতিক বাতাবরণে এবং দেখতে হবে যে জাতীয়তার ভাবাদর্শ ফুটিয়ে তোলার জন্য এই রূপের তখন খানিকটা প্রয়োজন ছিল।

দ্বিজেন্দ্রলালের সংগে রবীন্দ্রনাথের বিবাদের উল্লেখ না করলে এ আলোচনা অসম্পূর্ণ থেকে যাবে। দ্বিজেন্দ্রলাল চিত্রাংগদা নাটককে বাঙালীর জীবনবিরোধী বলে তীব্র সমালোচনা করেন। রবীন্দ্রনাথ ব্রাহ্মসমাজের আর দ্বিজেন্দ্রলাল গোঁড়া হিন্দুগোষ্ঠীর সমর্থক হওয়াতে বিচ্ছেদের প্রাচীর দুর্ভেদ্য হয়ে উঠেছিল।

দ্বিজেন্দ্রলালের তৎকালীন মনোভাব "আনন্দবিদায়" এই প্রহসনে রবীন্দ্রনাথ ও মহর্ষি দেবেন্দ্রনাথের উদ্দেশে ব্যংগে রূপ নেয়। এর অভিনয়ের ব্যবস্থা হয়েছিল কিন্তু জনমত একে সহ্য করতে পারেনি। "সাহিত্য" ও "সঞ্জীবনী" পত্রিকায় দুইদিকের বাদানুবাদ প্রকাশিত হ'ত এবং "কড়ি ও কোমল" কাব্যগ্রন্থকে ব্যংগ করে' দ্বিজেন্দ্রলাল "মিঠেকড়া" লিখেছিলেন। তাঁর মৃত্যুর পরও দ্বিজেন্দ্রপন্থী ও রবীন্দ্রপন্থী বিবাদ অনেকদিন চলেছিল।

এত মতভেদ সত্ত্বেও দ্বিজেন্দ্রলালের মনে রবীন্দ্রপ্রতিভা সম্বন্ধে সন্দেহের লেশও ছিল না। কবির প্রতিভাকে তিনি স্বীকার করতেন কিন্তু তাকে স্বর্গীয় বলতে রাজি ছিলেন না। মৃত্যুর পূর্বে তিনি একথাও বলেছিলেন যে বৃটিশ সরকার যদি যথার্থ বোদ্ধা হ'তেন তবে কবিকে "স্যর" উপাধি দিতেন। অবশ্য পরে ওই উপাধি দান ও বর্জন এই দুই ঘটনাই ঘটেছিল।

গ্রীষ্মকালীন শিক্ষা শিবিরে

'বাংলাও সংস্কৃত পাঠের উদাহরণ

শ্রেণীতে পাঠদানের সময়ে বিষয়কে উজ্জল ও চিত্তাকর্ষক করার জন্য শিক্ষক নানাপ্রকার দৃষ্টি গ্রাহ্য প্রদীপনের সাহায্য নেন। গত ৪ঠা থেকে ১৬ই জুন পর্যন্ত অনুষ্ঠিত গ্রীষ্মকালীন শিক্ষাশিবিরে এই বিষয়ের কার্যক্রমে ভূগোল, বিজ্ঞান, সমাজবিদ্যা, বাংলা ও সংস্কৃত এই তিন বিষয় নিয়ে একদল শিক্ষিকা কাজ করে বহু প্রদীপন প্রস্তুত করেছিলেন। এরমধ্যে তিনজন স্কটিশ চার্চ কলেজের অধ্যাপিকা শ্রীজ্যোৎস্না রায়ের তত্ত্বাবধানে বাংলা ও সংস্কৃত নিয়ে কাজ করেছিলেন। তাঁরা প্রথমে শিক্ষিকারা যে সমস্ত সমস্যার সম্মুখীন হন তার প্রধান তিনটিকে নিম্নলিখিতভাবে নির্বাচিত করে নিলেন—

১। ছাত্রীদের স্বাভাবিক অবহেলা।

২। পাঠপরিচালনায় নূতনত্বের অভাব, এবং

৩। উপযুক্ত সহায়ক বা উপকরণের অভাব। এই সমস্যাগুলির সমাধানের বিষয়ে কিছু মৌখিক আলোচনার পর বিভিন্ন পাঠ্য পুস্তক থেকে বাংলা গদ্য, পদ্য, ব্যাকরণ ও সাহিত্যের ইতিহাসের কতকগুলি অংশকে বেছে নেওয়া হয়।

প্রথমত বিজ্ঞানাচার্য জগদীশচন্দ্র বসুর "ভাগীরথীর উৎস সন্ধানে" প্রবাহটি নিয়ে কিভাবে বৈজ্ঞানিক, পৌরাণিক ও আধ্যাত্মিক এই ত্রিধারায় আলোচনা করা যায় তা একটি চিত্রকল্পের (chart) মাধ্যমে দেখানো হয়। ত্রিশূল ও নন্দাদেবী—হিমালয়ের এই দুইটি বিখ্যাত পর্বতশৃংগের ছবি এবং বিজ্ঞানাচার্যের একটি প্রতিকৃতিও এই সংগে অতিরিক্ত আকর্ষকরূপে নিবন্ধ হয়।

এরপর ব্যাকরণের প্রত্যয় (কৃৎ ও তদ্ধিত) অংশ পড়াবার জন্যও ছবি ও বাক্যের তালিকা প্রস্তুত করে নীরস ব্যাকরণকে সরস করে তোলার চেষ্টা হয়।

মাতৃভাষার অপর অংশটি ছিল সাহিত্যের ইতিহাস। সমগ্র বাংলাসাহিত্যের ধারাকে তিনটি যুগে ভাগ করে একটি গাছের উদ্গম ও পরিণতির ছবির মাধ্যমে রূপায়িত করে। একটি এলবামে গ্রথিত করা হয়।

সংস্কৃত ভাষার শিক্ষার প্রসংগে সংস্কৃত পড়তে ভালো না লাগাকেই ছাত্রীদের প্রয়োগে অক্ষমতার প্রধানতম কারণ বলে গণ্য করা হয়। প্রত্যক্ষ পদ্ধতিতে ব্যাকরণ শিক্ষার সুপারিশ করে কিভাবে ছোট ছোট ছবির বিষয় নিয়ে বাক্যরচনার দ্বারা বিভিন্ন ধাতুরূপ ও ক্রিয়ার প্রয়োগ ব্যবহার শেখানো যায় তার ভূমিকাস্বরূপ কয়েকটি ধাতুর কেবল লটের প্রথম পুরুষের তিন বচনে ব্যবহারের চিত্রকল্প তৈরী করা হয়।

শিক্ষাশিবিরশেষে প্রদর্শনীকে সর্বাংগ সুন্দর করে তোলার জন্য ভারতের প্রিয় প্রধানমন্ত্রী স্বর্গত পণ্ডিত নেহেরুর প্রতি শ্রদ্ধা জ্ঞাপনার্থে তাঁর শেষ উইলের অংশবিশেষ আসমুদ্রহিমাচলবাহিনী গংগার একটি চিত্রের অংকে উদ্ধৃত করে দেওয়া হয়।

প্রদর্শনীর পর বিভিন্ন বিদ্যালয় থেকে আগত শিক্ষিকারা তাঁদের হাতের তৈরি প্রদীপনগুলি নিজ নিজ বিদ্যালয়ে ব্যবহারের জন্য নিয়ে যান।

(জ্যোৎস্নারায়ের বিবৃতি অবলম্বনে)

বিদ্যালয়ে বাংলা

১৯৬৩ খৃষ্টাব্দের গ্রীষ্মকালীন শিক্ষাশিবিরে বাংলা পড়ানোর সম্বন্ধে যে সমস্ত আলোচনা হয় ওই বৎসরের শ্রাবণীতে স্থানাভাব বশত সেগুলি প্রকাশ করা যায়নি, বর্তমান সংখ্যায় প্রকাশিত হ'ল।

এই শিবিরে ডেভিড হেয়ার ট্রেনিং কলেজের অধ্যাপক শ্রীসুধীর চন্দ্র রায় ও ইনস্টিটিউট অব এডুকেশনের শ্রীযুক্তা কল্যাণী কার্লেকরের দ্বারা বাংলাশাখার আলোচনা পরিচালিত হয়।

শ্রীসুধীর চন্দ্র রায় সাহিত্যপাঠ ও মূল্যায়ন বিষয়ের আলোচনায় সাহিত্যপাঠের উদ্দেশ্য, বিশেষিত ও অবিশেষিত পাঠ ও পরীক্ষাগ্রহণের উদ্দেশ্যের আলোচনা করেন এবং তাঁর নির্দেশে শিক্ষিকারা কয়েকটি আদর্শ প্রশ্ন রচনা করেন। নিচে ওই আলোচনাসমূহের মূল কথাগুলি দেওয়া হ'ল—

পড়ান ও পরীক্ষা করা ঃ—

যখনই বিদ্যালয়ের ছাত্রছাত্রীদের কোনো বিষয় পড়ানো হয় তখন তার প্রধান দুটো দিক থাকে যেমন, (ক) কোন লক্ষ্যে পৌঁছনর জন্য পড়ানো হয় আর (খ) অন্যটি হ'ল পরীক্ষার দিক, অর্থাৎ পড়ানোর উদ্দেশ্য কতটা সফল হয়েছে, কি-ভাবে তার পরিমাপ করা যায়।

বাংলা অথবা যে-কোন বিষয়ের আলোচনাকে এই দুই দিকে লক্ষ্য রেখে অগ্রসর হতে হয় এবং পড়ার প্রত্যেক ধাপে উপগত সমস্যা ও তাদের সমাধানের কথা এই দুই দিকে দৃষ্টি রেখেই ভাবতে হয়।

সাহিত্য পাঠের উদ্দেশ্য ঃ—

ছাত্রদের সাহিত্য পড়াবার ফলে তাদের মধ্যে কি কি গুণ ও ক্ষমতার বিকাশ হতে পারে তার নিম্নলিখিত তালিকা প্রস্তুত করা হয়—

১। বিভিন্ন প্রসংগের আলোচনায় ছাত্রদের বিচিত্র অনুভূতির বিকাশ হয়। ক্ষমা, স্নেহ, প্রেম, ভালবাসা, তিতিক্ষা, প্রভৃতি হৃদয়বৃত্তির এবং বিচার, বিশ্লেষণ, চিন্তন, কল্পনা, প্রভৃতি বৌদ্ধিক বৃত্তি ও কোমলকান্ত গুণের অনুশীলন হয়। রসোপভোগের ক্ষমতা ও সামাজিকতা, মানবতা প্রভৃতি উচ্চভাবের বোধশক্তি বাড়ে।

২। সাহিত্যের মাধ্যমে বিভিন্ন যুগের রীতিনীতি, আচারব্যবহার, লোকচরিত্র, সামাজিক ও রাজনৈতিক অবস্থা, সাংস্কৃতিক ও চারিত্রিক ঐতিহ্যের পরিচয় ঘটে।

৩। বিভিন্ন যুগের লেখকলেখিকাদের রচনার মধ্যে তাঁদের চিন্তাধারা, শিল্পের পর্যায়ক্রম, প্রভৃতি চিনতে শেখে।

৪। সাহিত্যে আগ্রহের সংগে তাদের কৌতুহল জাগ্রত হয়, সাহিত্যের আরো নোতুন কিছু পড়ার ইচ্ছা করে, পাঠ্য তালিকার বহির্ভূত বইয়ে রুচি আসে। সাহিত্যিকদের ব্যক্তিগত জীবন ও আনুসংগিক বিষয় পাঠে উৎসাহী হয়।

৫। সাহিত্যের ঐতিহাসিক মূল্যবোধ হয়। বিভিন্ন যুগের সাহিত্যিকের এক যুগের বিভিন্ন সাহিত্যিকের অথবা এক সাহিত্যেকের বিভিন্ন যুগের রচনায় কি কি কারণে পার্থক্য ও বৈচিত্র্য দেখা যায় লক্ষ্য করতে শেখে, তুলনামূলক আলোচনায় প্রবৃত্তি আসে, লেখকের মতামতের অনুধাবন, সমর্থন, অসমর্থন ইত্যাদি করতে পারে।

৬। আবৃত্তি, অভিনয় ইত্যাদির কলাকৌশল আয়ত্ত করতে চায়। সুষ্ঠু উচ্চারণ, স্বরনিয়ন্ত্রণ ও ভাবপ্রকাশের নৈপুণ্য অর্জন করে।

৭। সাহিত্যের সুন্দর প্রকাশের পরিচয়ে নিজের মনের ভাবকে প্রকাশ করার ক্ষমতা বাড়ে। ওরা অন্তর্ধন পরিচিত বিষয়ে যা বলতে চায় অথচ প্রকাশ ক্ষমতার অভাবে বলতে পারেনা সেইরূপ ভাবগুলি সাহিত্য থেকে নিয়ে ভাবসমৃদ্ধ হয়ে ওঠে, কবিতা মুখস্থ করিতে চায়, সাহিত্যের ভাষা আত্মনীন করে নিতে চায়, লেখকদের প্রিয়জনের মতো বোধ করে, প্রিয় সাহিত্য বারবার আবৃত্তি করতে চায়।

৮। সাহিত্যের ছন্দ, অলংকার, বিভিন্ন রীতি ও প্রয়োগবৈশিষ্ট্য, অর্থ ও ভাবের বিবর্তন প্রভৃতির জ্ঞান ও বোধ জন্মায়।

৯। সাহিত্য সম্বন্ধে সামগ্রিক অনুভূতি জাগ্রত হয়। এর মধ্যে ভাবগর্ভ ও সাহিত্যিক উদ্দেশ্যগুলি মুখ্যত অবিশেষিত পাঠের বই থেকে সাধিত হবে, কেননা অনেক বই দ্রুতপাঠের জন্য ব্যাখ্যা ব্যাকরণ এড়িয়ে যাওয়ার ফলে সাহিত্যরসবোধের সঞ্চার সহজ হয়, বিশ্লেষণ করে পড়তে হয়না বলে পড়ার আগ্রহ বেশি হয়, সাহিত্য ও পুরাণের নানা কাহিনীর সংগে পরিচিত হয়ে ঐতিহ্যবোধ জাগ্রত হয়, কবিতা ও গল্পের মূলভাব ও ঘটনা সহজে গ্রহণ করতে পারে।

বিশেষিত পাঠের বইয়েও পাশাপাশি বহু সাহিত্যিকের রচনা সংকলিত হওয়ায় উদ্রিক্ত সাহিত্য বোধ ঘনিষ্ঠ সাধনার স্তরে উত্তীর্ণ হ'তে পারে এবং বিভিন্ন যুগের নানা রচনার পাঠে সাহিত্যের ইতিহাসের ধারা সম্বন্ধেও বোধ জাগ্রত হয়।

পাঠের উদ্দেশ্য ও পরীক্ষা পদ্ধতি :—

বাংলা পড়ানোর উদ্দেশ্যের আলোচনার আলোয় প্রচলিত পরীক্ষাপদ্ধতির উপযোগিতার বিচার হয়।

প্রশ্নপত্রে গদ্যাংশের বিষয়ে সাধারণত যে প্রশ্ন দেওয়া হয়ে থাকে তারমধ্যে একপ্রকার হল ঘটনা বা চরিত্র নিয়ে রচনা লেখানো। সেগুলির আবার প্রকারভেদ আছে, যেমন,—

(১) পাঠ্যাংশের উদ্ধৃতি তুলে কোনো চরিত্রের বিশ্লেষণ করতে দেওয়া।

(২) পাঠ্যপুস্তকে বর্ণিত কোনো ঘটনা নিয়ে আলোচনা করা বা নিজের ভাষায় লেখা।

(৩) চরিত্র বা ঘটনাপ্রসংগে মতামত প্রকাশ করা।

এই ধরণের প্রশ্নের উদ্দেশ্য হল বিষয়বোধের, মননশীলতার ও প্রকাশক্ষমতার পরিচয় নেওয়া।

পাঠ্যপুস্তকের ক্ষুদ্রাংশ নিয়ে যে সব প্রশ্ন করা হয় তাতে বৃহৎ ক্ষেত্রে প্রকাশ বা বোধের পরিচয় নেই, ছোট ক্ষেত্রে বোধ বা অনুভূতির প্রকাশ ক্ষমতার যাচাই আছে, যেমন—

(১) সপ্রসংগ ব্যাখ্যার প্রশ্নের দ্বারা ছাত্রের সাহিত্যিকের পরিচিতি, ভাষার ভাবের সহজ প্রকাশক্ষমতা, বিশেষিত পাঠে মনোযোগের পরিমাণ প্রভৃতির পরিমাপ করা যায়।

(২) সংক্ষিপ্ত টীকা লিখতে দিলে ছাত্রেরা পাঠ্যবহির্ভূত সংশ্লিষ্ট বিষয় পড়ে কিনা দেখা যায় এবং তাতে তাদের বহিঃপাঠ বিষয়ে আগ্রহের কথাও বোঝা যায়।

পদ্যাংশের প্রশ্নে যে পাঠ্য কবিতা বা কবিতাংশ মুখস্থ লিখতে দেওয়া হয় অথবা ছত্র উদ্ধৃত করে শূন্যস্থান পূর্ণ করে মুখস্থবিদ্যার যাচাই করা হয়, তাতে কবিতার অনুশীলনের কিছু পরীক্ষা হয়।

তাছাড়া পদ্যাংশের বিষয়ে গদ্যের মতোই রচনামূলক প্রশ্ন, ব্যাখ্যা ও টীকা আসে এবং কবিতার নাম দিতে বলা হয় অথবা নামের উপযোগিতার বিচার করিতে বলা হয়। কবিতার মূলভাবের বিষয়েও প্রশ্ন জিজ্ঞাসা করা হয়। নামকরণের মধ্যে কবিতার বিশেষত্ববোধ ও কবিমানসের সংগে পরিচিতির প্রমাণ পাওয়া যেতে পারে এবং ব্যাখ্যা ও বিশ্লেষণী সংশ্লেষণ রচনামূলক প্রশ্নগুলির দ্বারা গদ্যের মতো বিচার, চিন্তা, একীকরণ, সমীকরণ প্রভৃতি ক্ষমতার পরিচয় পাওয়া যায়।

পরীক্ষা প্রশ্নের সম্পর্কে উপরিউক্ত উদ্দেশ্যগুলি গৃহীত হ'লেও কার্যক্ষেত্রে পরীক্ষার ব্যাপারটি সম্ভাব্য সাধারণ প্রশ্ন সমূহের মুখস্থবিদ্যার যাচাইয়ে পর্যবসিত হয়েছে। এর জন্য সাহিত্য-সাধনা দূরের কথা। মূল পাঠ্যের আলোচনারও প্রয়োজন হয় না,—সস্তা, খেলো, বাজারি নোট-বই অবলম্বনে ছাত্রেরা পরীক্ষা সাগর উত্তীর্ণ হয়। নোট বইয়ের ওপর নির্ভর করে বলে শিক্ষকছাত্রের নিবিড় যোগ স্থাপিত হয় না এবং শিক্ষকেরাও ছাত্রদের মানসোৎকর্ষ-সাধনের ব্যাপারে উদাসীন হয়ে পড়েন। ছাত্রেরা শিক্ষকের পড়ানো যাতে নোট বইয়ের মতো সংকীর্ণ ও নিকৃষ্ট হয় তার দাবী করে এবং শিক্ষকের বিদ্যাবুদ্ধির কোনো মূল্য থাকে না। নোট বইয়ে পাঠ্যে উল্লিখিত বহিবিষয়ের টীকা দেওয়া থাকে বলে ছাত্রদের বাইরের বই পড়ার আকাংক্ষা কমে কমে যায়, প্রাচীন ঐতিহ্যের বোধ জন্মায় না। বৃহত্তর সাহিত্যের পরিচয় হয় না।

এই অবস্থার পরিবর্তনের জন্য কয়েকটি উপায়ের উল্লেখ করা যায়, যেমন,—

প্রথমত, কয়েক বছর অন্তর অন্তর পাঠ্যতালিকার পরিবর্তন অবশ্য প্রয়োজনীয়। এতে কেবল নোটবইয়ের ব্যবসার লাভের হার কমবেনা, শিক্ষক শিক্ষিকারাও একঘেয়েমির হাত থেকে উদ্ধার পাবেন।

দ্বিতীয়ত, প্রশ্নপত্রেও মৌলিকতা থাকা চাই। একই প্রশ্নের অদলবদল করে পুনরাবৃত্তি চলবেনা। পাঠ্যপুস্তকের বিষয় অবলম্বনে ছোটছোট বিষয়মুখী প্রশ্নের সাহায্যে ছাত্রদের চিন্তা, পর্যবেক্ষণ প্রভৃতির পরিচয় নিতে হবে। সংকলিত পুরনো নোতুন লেখার তুলনামূলক আলোচনায় বহিঃপাঠের জ্ঞানকে ছেঁকে নেওয়া চাই।

তৃতীয়ত, দ্বিতীয় কথাটির স্বাভাবিক পরিণতি হবে পরীক্ষাপ্রশ্নের প্রকৃতির আমূল পরিবর্তনের দ্বারা বৈজ্ঞানিক প্রশ্নমালার প্রবর্তন। এই কাজের জন্য মাধ্যমিক শিক্ষাপর্ষৎকে উপযুক্ত শিক্ষণশিক্ষা-প্রাপ্ত শিক্ষকদের উপদেশ নিতে হবে, কেননা, এটা অশিক্ষিতপটুর কর্ম নয়।

চতুর্থত, পরীক্ষাপদ্ধতির সংগে ব্যবস্থাপনার পরিবর্তনের দ্বারা আনুষ্ঠানিক বহিঃপরীক্ষার ওপর নির্ভর করার পরিবর্তে বিদ্যালয়ের শ্রেণিতে ক্রমোন্নতির ধারা ও বিভিন্ন পরীক্ষানিরীক্ষা থেকে ছাত্রের মেধা ও অন্যান্য গুন এবং নৈপুণ্য যাচাই করার ব্যবস্থা নিতে হবে।

পঞ্চমত বাজারের নোটবই যাতে ছাত্রেরা ব্যবহার না করে সেদিকে দৃষ্টি রাখতে হবে কারণ এগুলির হাত থেকে রেহাই পেলে তবেই তারা নিজেদের মৌলিকতাকে বিকশিত করতে পারবে।

ষষ্ঠত পরীক্ষার খাতা দেখা সম্বন্ধেও পরীক্ষকদের মনোভাবের আমূল পরিবর্তন চাই। শিক্ষকেরা অনেক সময়ে খুঁটিয়ে বিচার করেন না, ছাত্রদের গ্রহণ ও প্রকাশক্ষমতার যাচাইয়ের পরিবর্তে উপরের কাঠামোর ছকের দিকেই বেশি দৃষ্টি দেন; এই মনোভাবের পরিবর্তে তাঁদের বুদ্ধি দিয়ে, হৃদয় দিয়ে, সময় দিয়ে, সততার সংগে খাতা দেখতে হবে।

কয়েকটি আদর্শ প্রশ্ন :—

বাংলা পড়ানো ও পরীক্ষার উদ্দেশ্যের আলোচনার অনুসারে নবম দশম শ্রেণির পাঠ্য "পাঠ সংকলন" বইটি থেকে কয়েকটি গদ্য-পদ্যাংশ অবলম্বনে নিম্নলিখিত প্রশ্নগুলি রচিত হয়।

নতুন কাকা

(১) "চাঁদের আলোকে তাহাকে দেখিয়া ভয় পাইয়া গেলাম।" কে কাহাকে দেখিয়া ভয় পাইল? তাহার ভয় পাইবার কারণ কি? তাহার এই ভয় পাওয়াটা কতদূর যুক্তিযুক্ত?

(২) "প্রস্তাব শুনিয়া নতুন-দা এক মুহূর্তেই একেবারে অগ্নিশর্মা হইয়া উঠিলেন"—কাহার কি প্রস্তাব নতুনদা শুনিলেন? তাঁহার অগ্নিশর্মা হইবার কারণ কি?

(৩) "বস্তুত আমি এমন স্বার্থপর অসজ্জন ব্যক্তি জীবনে অল্পই দেখিয়াছি"—স্বার্থপর, অসজ্জন ব্যক্তিটি কে? তাহার স্বার্থপরতার পরিচয় দিয়া বক্তার উক্তির সার্থকতা বিচার কর।

(৪) "ঘণ্টাখানেকের সংসর্গেই তিনি যে নমুনা দেখাইয়াছিলেন এতকালের ব্যবধানেও তাহা ভুলিতে পারা গেল না"—এই তিনি ব্যক্তিটি কে? এমন কি অবিস্মরণীয় নমুনা তিনি দেখাইয়াছিলেন যাহা এতদিনেও ভুলিতে পারা গেল না?

(৫) "কিন্তু ভগবানও যে তাহার উপরে ক্রুদ্ধ হইয়াছিলেন সে খবরটা পাঠককে দেওয়া আবশ্যক"—ভগবান কাহার উপর ক্রুদ্ধ হইয়াছিলেন? কোন উপলক্ষ্যে লেখক এই উক্তি করিয়াছিলেন আলোচনা কর।

(৬) "উপলক্ষ্য যে আসল বস্তুকে কেমন করিয়া বহুগুণে অতিক্রম করিয়া যায় তাহা এইসব লোকের সংসর্গে না আসিলে চোখে পড়েনা"—কাহার সম্বন্ধে এই উক্তি? ইহা কাহার উক্তি? "এইসব লোকের" বলিতে কাহাদের বুঝাইয়াছে? এমন করিয়া কি চোখে পড়েনা?

(৭) "এ তাহার নিরর্থক শূন্য আস্ফালন নয় যে হাত ধরিয়া দুটো ভয়ের কথা বলিলেই মিথ্যা দম্ভ মিথ্যায় মিলাইয়া যাইবে"—এখানে কাহার কথা বলা হইয়াছে? তাহার আস্ফালনটি কি? তাহা শূন্য ছিলনা কেন? ইহাতে তাহার চরিত্রের কি পরিচয় পাওয়া যায়?

(৮) নতুনদা গল্পাংশ কোন উপন্যাসের অন্তর্গত। এই উপন্যাস অংশে লেখকের মনোভাবটুকু পরিস্ফুট কর।

(৯) ইন্দ্রনাথ ও নতুনদার মধ্যে শ্রীকান্ত ইন্দ্রনাথকেই পছন্দ করে কেন?

(১০) এই গল্পাংশে প্রাকৃতিক দৃশ্য বর্ণনা কর। নৈসর্গিক বর্ণনা ব্যতীত গল্পটি কিরূপ হইতে পারিত তাহা নিজের ভাষায় লেখ।

(১১) —নতুনদা গল্পে কৌতুক-রসের সংগে ব্যংগের পরিচয় পাওয়া যায়—নতুনদা গল্পের ঘটনাংশ উল্লেখ করিয়া উক্তিটির সার্থকতা বিচার কর।

(১২) নতুনদার মত অসজ্জন, স্বার্থপর ব্যক্তির শাস্তি কিরূপ হইয়াছিল? তোমার মতে তাহার শাস্তি কিরূপ হওয়া উচিত ছিল?

(১৩) নিচের প্রত্যেক বাক্যের পার্শ্ববর্তী বন্ধনীর মধ্য হইতে শব্দ নির্বাচন করিয়া বাক্যের শূন্য স্থানগুলি পূর্ণ কর।

(ক) তিনি জ্যোৎস্নার আলোকে গংগার—সৈকতে পাদচারণা করিতে লাগিলেন (শুভ্র, নির্জন, অন্ধকার)

(খ) তিনি যেমন মুখভংগি করিলেন তাহাতে আমার গা—গেল। (ঠাণ্ডা হইয়া, জ্বলিয়া, আগুন হইয়া)

(গ) তাহার একটি—খেয়াল চরিতার্থ করিবার জন্য আমাদের এত ক্লেশ। (মন্দ, অপদার্থ, অবান্তর)

(ঘ) আমরা দুজনে তাঁহার ক্ষুধা—উদ্দেশ্যে গ্রামের ভিতর যাত্রা করিলাম। (শান্তির, নিবৃত্তির, মিটানোর)

(ঙ) গংগার-হাওয়ায় বাবুর ক্ষুধার উদ্রেক হইল। (সুন্দর, বিস্বাদ, রুচিকর)

(চ) ভিজিয়া ফুলিয়া—হইয়া উঠিয়াছে (ঢাক, ঢোল, খোল)

শকুন্তলার পতিগৃহে যাত্রা :—

বিষয় সংকেত—১। কালিদাসের অভিজ্ঞানশকুন্তলম্ নাটকের অনুসরণে ঈশ্বরচন্দ্র বিদ্যাসাগরের রচনা।

১। মহাভারতের যুগের সামাজিক অবস্থাসম্পর্কে সংক্ষিপ্ত আভাস।

২। তপোবনের মূক প্রাণীর সহিত মানবের আত্মিক সম্পর্ক।

৩। লেখকের রচনার পরিচয়।

৪। মানবিকতার পরিচয়।

৫। পাঠ, অর্থবোধ ও আলোচনার দ্বারা সাহিত্যিক ঔৎসুক্যসৃষ্টি।

প্রশ্নমালা :—

ক। বিষয়নিষ্ঠ।

১। "স্নেহ অতি বিষম বস্তু"—এই উক্তিটি কাহার? কোন প্রসংগে উক্তিটি করা হইয়াছে? উক্তিটির তাৎপর্য কি?

২। শকুন্তলাকে পতিগৃহে প্রেরণের কারণ কি? কেন তিনি পিতৃগৃহে অবস্থান করিতেছিলেন?

৩। "ভূষণপ্রিয়া হইয়াও তিনি কদাচ পল্লবভংগ করিতেন না—"কে পল্লবভংগ করিতেন না? ইহার দ্বারা তাঁহার চরিত্রের কি পরিচয় পাওয়া যায়? তৎকালে রমণীরা কিরূপ অলংকার পরিধান করিতেন?

৪। তপোবন ছাড়িয়া যাইতে শকুন্তলার পা সরিতেছেনা তথাপি কেন তিনি তপোবন ত্যাগ করিয়া যাইতেছেন?

৫। শকুন্তলার বিরহে তপোবনের অবস্থা বর্ণনা কর।

৬। "আমরা বনবাসী বটে, কিন্তু লৌকিক ব্যাপারে নিতান্ত অনভিজ্ঞ নহি।"—এই উক্তিটি কাহার? লৌকিক অভিজ্ঞতার কি কি পরিচয় পাওয়া যায়?

৭। "স্নেহের স্বভাবই এই যে অকারণে অনিষ্ট আশংকা করে"—এই উক্তিটির অন্তরালে কোন বিশেষ ঘটনার ইংগিত পাওয়া যায়? স্নেহ অনিষ্ট আশংকা করে কেন? অন্যস্থানে ইহা কতখানি প্রযোজ্য?

৮। শকুন্তলাকে পতিগৃহে প্রেরণ করিয়া কণ্বমুনির মানসিক অবস্থা কিরূপ হইল?

৯। আলোচ্য রচনায় ভাষাপ্রয়োগের কি বৈশিষ্ট্য দেখিতে পাওয়া যায়?

১০। অভিজ্ঞানশকুন্তলম্ নাটকের চতুর্থ অংকটি শকুন্তলার পতিগৃহে যাত্রা গদ্যাংশে বাছিয়া লওয়া হইল কেন?

১১। 'জড়', 'মূক' ও 'মানব' এই তিনের প্রতি শকুন্তলার স্বাভাবিক মমতা থাকা সত্ত্বেও কণ্বমুনি কেন উপদেশ দিয়াছিলেন?

১২। —শকুন্তলার পতিগৃহে যাত্রা সময়ের বিচ্ছেদবেদনার রূপটি শাশ্বত—ইহার তাৎপর্য কি?

১৩। এই অংশটি পাঠ করিয়া ঈশ্বরচন্দ্রবিদ্যাসাগরের রচনা সম্বন্ধে তোমার ধারণা পরিস্ফুট কর।

খ। বিষয়মুখী।

১। ক, খ, গ ও ঘ প্রশ্নের উত্তর ডানদিকের স্তম্ভে এলোমেলো করিয়া দেওয়া হইল, প্রত্যেক প্রশ্নের পাশের বন্ধনীতে তাহার সঠিক উত্তরের নম্বরটি লিখিয়া দাও।

(ক) এই স্থলেই যাহা বলিতে হয় বলিয়া দিয়া প্রতিগমন করুন। ( )
(খ) "স্নেহ অতি বিষম বস্তু" ( )
(গ) "আমার অঞ্চল ধরিয়া কে টানিতেছে? ( )
(ঘ) "বাছা, উনি যেগুলি বলিলেন সকল মনে রাখিও। ( )

১। গৌতমীর উক্তি।
২। শারদ্বতের উক্তি।
৩। কণ্বের উক্তি।
৪। শকুন্তলার উক্তি।

২। নিচের রেখাংকিত স্থানগুলিতে একটিমাত্র শব্দ বসাইয়া প্রশ্নগুলির উত্তর দাও—

(ক)—শাখাবাহুদ্বারা আমায় স্নেহভরে আলিংগণ কর।
(খ)কণ্ব, —ও প্রিয়ংবদা একদৃষ্টিতে শকুন্তলার দিকে চাহিয়া রহিলেন।

রূপোকাকা

ক। বিষয়নিষ্ঠ প্রশ্ন

১। রুপোকাকার সংগে কখন, কোথায়, কোন ঘটনাকে কেন্দ্র করে আমাদের প্রথম পরিচয় হয়? রুপোর সাধারণ পরিচয় কি?

২। রুপোকার উপর বক্তার বাড়ির কি দায়িত্ব দেওয়া হয়েছিল? কেন তার উপর এই গুরুদায়িত্ব অর্পিত হয়েছিল? রুপোকাকাই বা কেন এই দায়িত্ব গ্রহণ করেছিলেন?

৩। রুপোকাকার গল্পটিতে এমন কোন আবেদন আছে যা সর্বকালের মানুষের মনোরঞ্জন করবে?

৪। "বিভূতিভূষণের গল্পে সমাজ ও প্রকৃতি অংগাংগিভাবে জড়িত"—রুপোকাকা গল্পটিকে কেন্দ্র করে এই উক্তি কতটা সার্থকতা লাভ করেছিল?

৬। বক্তা রুপোকে কাকা বলছে কেন? এর মধ্যে দিয়ে কোন সমস্যার কোন চিত্র ফুটে উঠেছে?

৫। বর্তমান অর্থ-নৈতিক সমস্যার যুগে রুপোকাকার মত লোকের প্রয়োজনীয়তা তোমার মন্তব্যসহ আলোচনা কর।

৭। রুপোকাকা গল্পে লেখক কিরূপ গঠনরীতিকে অবলম্বন করেছেন যার জন্য গল্পটি এত আবেদনময় হয়েছে ?

৮। রুপোকাকা গল্পের হরিরাম চক্রবর্তী, হীরু মাষ্টার, সনাতন, বীরু মণ্ডল, সন্ন্যাসী ঘোষ—এদের সংক্ষিপ্ত পরিচয় দাও। এই গল্পে এই সমস্ত চরিত্রের মাধ্যমে লেখকের কোন উদ্দেশ্য সফল হয়েছে ?

৯। হাস্য ও করুণরস রুপোকাকা গল্পের কোন অংশে কিভাবে পরিস্ফুট হয়েছে তা আলোচনা কর।

খ। বিষয়মুখী প্রশ্ন

১। এককথায় উত্তর দাও—

(ক) হরিরাম চক্রবর্তী কে ?

(খ) রুপোকাকা চক্রবর্তী পরিবারে কতদিন ছিল ?

(গ) সে কোন জাতের লোক ছিল ?

(ঘ) কত টাকা মাইনে পেত ?

(ঙ) সীতানাথ অধিকাংশ সময় কোথায় থাকতেন ?

(চ) রুপোর ওপর অভিমান করে তিনি কি বলেছিলেন ?

২। দু'চার কথায় উত্তর দাও :—

(ক) রুপোকাকা বক্তার বাড়িতে আছে ন'দশ বছর। কিন্তু বলা হয়েছে সে বক্তার বাবাকে কোলেপিঠে করে মানুষ করেছে—এটা কি করে সম্ভব ?

(খ) বকুনির মধ্য দিয়ে রুপোর কোন রূপটি ফুটে উঠেছে ?

(গ) রুপোকাকা বারেবারেই বলত যে সে এতবড় দায়িত্ব আর বইতে পারবেনা, কিন্তু কিছুতেই ছাড়তে পারতোনা কেন ?

(ঘ) হীরুমাষ্টার রাত্রে কি অদ্ভুত দৃশ্য দেখত ?

(ঙ) "আমাদের অবস্থা ভালো গ্রামের মধ্যে"—এই ভালো অবস্থার সংগে শহরের ভালো অবস্থার তুলনা কর।

৩। সাধুভাষায় পরিণত কর :—

বাবাকে সবাই দারুণ ভয় করে চলত। মুখের উপর কথা বলতে সাহস করত না কেউ। কিন্তু রুপোকাকা বাবাকে বলত—বলি ও বাবু, তুমি যে এসো বাড়িতি ন'মাস ছ'মাস অন্তর, এতটা বিষয় দেখে কে বলোতো ? আদায়পত্তর এবছর কিছু হলনি। হাতীর পাঁচপা দেখেছ নাকি ? এতবড়ো সংসারটা চলবে কিসি ?

৪। ডানদিকের স্তম্ভে বাঁ দিকের স্তম্ভের প্রত্যেকটি বাক্যাংশের তিনটি করে পরিপূরক দেওয়া আছে, প্রত্যেক ক্ষেত্রে উপযুক্ত অংশটির পাশের বন্ধনীতে ✓ চিহ্ন বসাও।

আমাদের গ্রামে আছে সব— { দেখাশুনো করে কে ? ( ) কিন্তু দেখে নেবার লোক নেই ( ) অবস্থা ভালো গ্রামের মধ্যে ( ) }

বাবা রূপোকাকার হাত ধরে বল্লেন—	আমার বলা ভুল হয়ে গেছে ( ) তুমি জান কার সামনে তুমি দাঁড়িয়ে আছ ? ( ) আমি কাল সকালের গাড়িতেই বেরুচ্ছি ( )
রূপোকাকা অনেক রাতে আমাদের বাড়ি এসে—	বাবার হাত ধরে বল্লেন—কাঁদিসনে সীতেনাথ। ( ) সব দেখা-শুনো করত। ( )

গ। ব্যাকরণগত।

নিম্নলিখিত গদ্যাংশগুলির রেখাংকিত স্থানে একটি ক্রিয়াপদ দিয়ে বাক্য সম্পূর্ণ কর—

(ক) রূপোকাকা বলত লিখে রাখো—সনাতন ঘোষ ছ'কাঠা কলাই, দুকাঠা বীজমুগ, বাড়ি বাড়ি ছ'কাঠা—

(খ) আচ্ছা লেখো, বীরুমণ্ডল দুবিশ ধান, দু'কাঠা কলাই—

(গ) রূপো একবিশ ধান, দুকাঠা কলাই—।

মধ্যাহ্নে।

১। কবির অনুসরণে মধ্যাহ্নে কবিতার মধ্যাহ্নপ্রকৃতির ভাষাচিত্র অংকণ কর।

২। "একেলা জগৎ ভুলে"—কে কোথায় জগৎ ভুলিয়া আছেন ? তিনি কিরূপে জগৎকে ভুলিয়াছেন ?

৩। "রচিতেছে অন্যমনে হৃদয় ভরিয়া"-কে অন্যমনে, কিরূপ পরিবেশে, কি রচনা করিতেছে ? ইহাতে কবির মনের কি পরিচয় পাওয়া যায় ?

৪। "মুদে আসে আঁখিপাতা যেন কি আরামে, পড়িছে গভীর শ্বাস গানের বিরামে।"-কবির আরামে আঁখিপাতা বুজিয়া আসিবার ও গানের বিরামে গভীর শ্বাস পড়িবার কারণ কি ?

৫। "খসে খসে পড়ে পাতা"-এই কথাগুলির তাৎপর্য বিশ্লেষণ কর।

৬। কবিতাটির নাম "মধ্যাহ্ন" না হইয়া "মধ্যাহ্নে" হইল কেন ?

শুচি।

বিষয় সংকেত :—

(১) কবিতাটির আদর্শ পাঠ ও আর্থবোধ।

(২) মহাত্মাজির হরিজন আন্দোলনের পটভূমিকায় কবিতাটির বিশ্লেষণ।

(৩) কবিতাটির দার্শনিক ভাবের আলোচনা।

(৪) কবির মানবিকতাবোধের পরিচয় এবং সমজাতীয় কবিতার সহিত তুলনা।

(৫) ছন্দের প্রতি দৃষ্টি আকর্ষণ।

(৬) কাব্যপাঠে অনুরাগবৃদ্ধি।

(৭) সমউক্তির সহায়তায় বিষয়বস্তুর অধিক পরিস্ফুটন।

ক। বিষয়নিষ্ঠ।

প্রশ্নমালা :—

১। শুচি-শব্দের প্রচলিত অর্থ কি? এই কবিতায় শব্দটির বিশেষ তাৎপর্য কি বিশ্লেষণ কর।

২। কোন বিশেষ পটভূমিকায় কবি শুচি কবিতাটী রচনা করিয়াছিলেন?

৩। রামানন্দ কে? তিনি কখন কিভাবে তাঁহার উপবাস ভংগ করেন?

৪। সাধারণত মন্দিরে কাহাদের প্রবেশাধিকার দেওয়া হয়? উৎসবের দিন কেন রামানন্দের আহার হইল না? তাহার অপরাধ কোথায়?

৫। "আমার বাস কি কেবল বৈকুণ্ঠে?"—উক্তিটী কাহার? তবে তাঁহার বাস কোথায়?

৬। "আজ তোমার হাতের নৈবেদ্য অশুচি"—কাহার হাতের নৈবেদ্য অশুচি? কেন অশুচি।

৭। "লোকস্থিতি" বলিতে কি বোঝা যায়? লোকসৃষ্টির সহিত ইহার প্রভেদ কি?

৮। "দেব আমার অহংকার দূর করে' তোমার বিশ্বলোকে" তাঁহার কিসের অহংকার ছিল? অহংকার দূর করিতে তিনি কোন উপায় অবলম্বন করিলেন?

৯। "প্রভাত কি রাত্রির অবসানে?" —এখানে কোন প্রভাতের কথা বলা হইয়াছে? কিরূপে রাত্রির অবসান হইল?

১০। "হেয় আমার বৃত্তি"—ইহা কাহার উক্তি? নিজেকে হেয় মনে করিবার কারণ কি? বাস্তবিক কোনো বৃত্তি কি হেয়? তুলনীয় আরেকটী কবিতার উল্লেখ কর।

১১। "নইলে হবেনা মৃতের সৎকার"—কোন মৃত্যুর কথা এখানে বলা হইয়াছে? এই সূত্রে নাভাকে প্রয়োজন কেন?

১২। "আজ আমি পরব শুচিবস্ত্র তোমার হাতে,
আমার লজ্জা যাবে দুর হয়ে" কাহার হস্ত হইতে কেন তিনি শুচিবস্ত্র চাহিয়াছিলেন? কিরূপে তাঁহার লজ্জা দূর হইল? "শুচিবস্ত্র" ও "লজ্জার" তাৎপর্য কি?

১৩। মানবমনের সহিত প্রকৃতির ঘনিষ্ঠ যোগাযোগের কি পরিচয় এই কবিতায় পাওয়া যায়?

১৪। কবিতাটীতে মানবিকতাবোধের কি পরিচয় পাওয়া যায়?

১৫। এই কবিতাটি কোন ছন্দে রচিত? এখানে যে যে অলংকার আছে উদ্ধৃতিসহ সেগুলির নাম লিখ।

শ্রীযুক্তা কল্যাণী কার্লেকরের তত্ত্বাবধানে যে আলোচনা হয় তার প্রধান বিষয় ছিল শব্দগঠন। বাংলাভাষা কিভাবে বিবর্তিত হয়েছে তার বিচার না করে প্রাপ্তরূপের বিশ্লেষণ করা হয় এবং যে যে বিভিন্ন প্রক্রিয়ার দ্বারা এই ভাষায় শব্দ গঠিত হয়ে থাকে তার মধ্যে সন্ধি, সমাস, কৃৎপ্রত্যয়,

তদ্ধিত ও দ্বিরুক্ত শব্দের গঠন প্রক্রিয়ার বিশ্লেষণ কি উপায়ে ছাত্রদের সামনে উপস্থাপিত করা যায় তার চিত্রায়িত রূপায়ণ করা হয়।

সন্ধি

সন্ধিপ্রকরণে আরোহপদ্ধতিতে কিভাবে উদাহরণের সাহায্যে এবং চিত্রকল্প রচনার দ্বারা সন্ধির চিত্রকল্পের খসড়া করা হয়। সন্ধি শেখানোর উদ্দেশ্যের আলোচনায় বলা হয় যে সন্ধির বিষয়ে জ্ঞানলাভ ছাড়াও ছাত্রদের পরিচিত শব্দের যোজনাদ্বারা নোতুন নোতুন শব্দ গঠন করার ক্ষমতা জন্মাবে এবং ফলও তাদের প্রকাশসৌকর্য ও ভাষার বৈজ্ঞানিক বিশ্লেষণে আগ্রহ হবে।

এই বিশ্লেষণসংশ্লেষণের কাজ তাদের জানা শব্দ দিয়ে আরম্ভ করে ক্রমশ অজানার দিকে নিয়ে গেলে তবেই পাঠ চিত্তাকর্ষক ও জ্ঞান দৃঢ়বদ্ধ হবে।

শিক্ষক প্রশ্ন ও প্রচুর উদাহরণসহ বোর্ডের কাজের সহায়তায় সূত্রের আলোচনায় উপস্থিত হবেন, পরে দুই রঙে লেখা চার্টের ব্যবহার করবেন।

প্রথমে পরিচিত সন্ধিযুক্ত শব্দ বোর্ডের বাঁদিকে লিখবেন এবং ছাত্রেরা শিক্ষকের সামান্য সাহায্যেই সেগুলি বিচ্ছিন্ন করবে বিভিন্ন রঙের খড়ির ব্যবহারে বিশ্লিষ্ট রূপ থেকে সন্ধির সূত্র সহজেই ছাত্রদের চোখের সামনে উদ্ভাসিত হবে, তারা আবিষ্কারের আনন্দ নিয়ে সূত্ররচনা করবে।

শেষে বিভিন্ন প্রকারের প্রতিযোগিতামূলক খেলার সাহায্যে অর্জিত জ্ঞানকে দৃঢ়বদ্ধ করতে হবে : এই পুনরাবৃত্তির কাজ যাতে যান্ত্রিক না হয়ে পড়ে সেদিকে শিক্ষককে দৃষ্টি রাখতে হবে।

উপস্থাপনের সময়ে শিক্ষক প্রথমে বোর্ডের বাঁদিকের শব্দগুলির বিশেষ লক্ষ্যনীয় অংশ রঙিন ও অন্যান্য অংশ শাদা খড়িতে লিখবেন। রঙিন অংশের দিকে দৃষ্টি আকর্ষণ করে শব্দ-বিশ্লেষ করাবেন, বিশ্লিষ্ট শব্দের মধ্যে বিশ্লিষ্ট অংশের যে যে বর্ণে সন্ধি হচ্ছে সেগুলি রঙিন চকে লেখাতে সহজেই ছাত্রদের দৃষ্টি আকর্ষণ করবে। সামান্য সাহায্যেই তারা বলতে পারবে কোন কোন বর্ণ যুক্ত হয়ে কোন কোন বর্ণে পরিণত হয়েছে, এবং তার থেকে সূত্র রচনা করবে। প্রত্যেক সূত্র নিয়ে যে কাজ হবে তার পূর্ণরূপ নিচে দেওয়া হল শিক্ষক পর পর চারটি স্তম্ভের বিষয় (সন্ধিযুক্ত শব্দ, বিশ্লিষ্ট শব্দ, কোন কোন বর্ণে সন্ধি, সন্ধি হয়ে কি হয়েছে) আলোচনা করবেন এবং সেইভাবে পরপর সেগুলি বোর্ডে লিখবেন, অর্থাৎ বিষয়ের উদ্ঘাটনের ধাপে ধাপে, স্তম্ভের পর স্তম্ভে বোর্ডের কাজ এগুবে, মাঝে একবারও বোর্ড মোছার দরকার হবে না। এই আলোচনার ভিত্তিতে আকৃষ্ট করে ছাত্রদের দ্বারা সূত্র রচনা করিয়ে নিয়ে লেখানো হবে। অংকের মতো নির্ভুলভাবে ভাষাবিজ্ঞানের ভিত্তি নিষ্কাশিত হবে।

(দ্রষ্টব্য : নিচের উদাহরণগুলির যে যে অংশ মোটা টাইপে ছাপা সেগুলি শিক্ষক রঙিন খড়িতে লিখবেন।)

১। আ-নির্দ্দেশক বিধি

মুরারি	মুর (অ) + অরি = অ + অ = আ
নবান্ন	নব (অ) + অন্ন = অ + অ = আ
কুশাসন	কুশ (অ) + আসন = অ + আ = আ
জলাশয়	জল (অ) + আশয় = অ + আ = আ
যথার্থ	যথা (আ) + অর্থ = আ + অ = আ
মহানুভব	মহা (আ) + অনুভব = আ + অ = আ
বিদ্যালয়	বিদ্যা (আ) + আলয় = আ + আ = আ
গদাঘাত	গদা (আ) + আঘাত = আ + আ = আ

অতএব :— অ + অ, আ + অ, অ + আ, আ + আ } আকার সূত্র

২। ঈ—নির্দ্দেশক বিধি

রবীন্দ্র	রবি (ই) + ইন্দ্র = ই + ই = ঈ
পরীক্ষা	পরি (ই) + ইক্ষা = ই + ঈ = ঈ
গিরীশ	গিরি (ই) + ঈশ = ই + ঈ = ঈ
প্রতীক্ষা	প্রতি (ই) - ঈক্ষা = ই + ঈ = ঈ
শচীন্দ্র	শচী (ঈ) + ইন্দ্র = ঈ + ই = ঈ
মহীন্দ্র	মহী (ঈ) + ইন্দ্র = ঈ + ই = ঈ
সতীশ	সতী (ঈ) + ঈশ = ঈ + ঈ = ঈ
অবনীশ	অবনী (ঈ) + ঈশ = ঈ + ঈ = ঈ

অতএব :— ই + ই, ই + ঈ, ঈ + ই, ঈ + ঈ } = ঈকার সূত্র।

৩। উ—নির্দ্দেশক বিধি

গুরূপদেশ	গুরু (উ) + পদেশ = উ + উ = ঊ.
কটূক্তি	কটু (উ) + উক্তি = উ + উ = ঊ
লঘূর্মি	লঘু (উ) + ঊর্মি = উ + ঊ = ঊ
বায়ূর্দ্ধ	বায়ু (উ) + ঊর্দ্ধ = উ + ঊ = ঊ
বধূক্তি	বধূ (ঊ) + উক্তি = ঊ + উ = ঊ
বধূৎসব	বধূ (ঊ) + উৎসব = ঊ + উ = ঊ
ভূর্দ্ধ	ভূ (ঊ) + ঊর্দ্ধ = ঊ + ঊ = ঊ

অতএব :— উ + উ, উ + ঊ, ঊ + উ, ঊ + ঊ } ঊকার সূত্র।

৪। এ-কার নির্দ্দেশক বিধি

শুভেচ্ছা	শুভ (অ) + ইচ্ছা = অ + ই = এ
নরেন্দ্র	নর (অ) + ইন্দ্র = অ + ই = এ
দেবেশ	দেব (অ) + ঈশ = অ + ঈ = এ
গণেশ	গণ (অ) + ঈশ = অ + ঈ = এ
যথেষ্ট	যথা (আ) + ইষ্ট = আ + ই = এ
রাজেন্দ্র	রাজা (আ) + ইন্দ্র = আ + ই = এ
রমেশ	রমা (আ) + ঈশ = আ + ঈ = এ
পরমেশ্বরী	পরমা (আ) + ঈশ্বরী = আ + ঈ = এ

অতএব :— অ + ই, অ + ঈ, আ + ঈ, আ + ঈ } একার সূত্র

৫। ওকার নির্দেশক বিধি

পরোপকার = পর (অ) + উপকার = অ + উ = ও
সূর্যোদয় = সূর্য (অ) + উদয় = অ + উ = ও

চলোর্মি = চল (অ) + ঊর্মি = অ + ঊ = ও
একোনবিংশতি = এক (অ) + ঊনবিংশতি = অ + ঊ = ও

দুর্গোৎসব = দুর্গা + উৎসব = আ + উ = ও
মহোপকার = মহা + উপকার = আ + উ = ও

গঙ্গোর্মি = গঙ্গা + ঊর্মি = আ + ঊ = ও
মহোর্মি = মহা + ঊর্মি = আ + ঊ = ও

অ + উ, অ + ঊ, আ + উ, আ + ঊ = ও সূত্র।

৬। ঔকার নির্দেশক বিধি

বনৌষধি = বন (অ) + ওষধি = অ + ও = ঔ
জলৌকা = জল (অ) + ওকা = অ + ও = ঔ
মহৌষধি = মহা + ওষধি = আ + ও = ঔ

অ + ও, আ + ও = ঔ

পরমৌদার্য = পরম (অ) + ঔদার্য = অ + ঔ = ঔ
গতৌৎসুক্য = গত (অ) + ঔৎসুক্য = অ + ঔ = ঔ

মহৌষধ = মহা + ঔষধ = আ + ঔ = ঔ
মহৌদার্য = মহা + ঔদার্য = আ + ঔ = ঔ

অ + ঔ, আ + ঔ = ঔ সূত্র

৭। অর্ নির্দেশক বিধি

দেবর্ষি দেব (অ) + ঋষি = অ + ঋ = অর্
সপ্তর্ষি সপ্ত (অ) + ঋষি = অ + ঋ = অর্

মহর্ষি মহা + ঋষি = আ + ঋ = অর্
রাজর্ষি রাজা + ঋষি = আ + ঋ = অর্

অ + ঋ, আ + ঋ = অর্

৮। আর্ নির্দেশক বিধি

শীতার্ত শীত (অ) + ঋত = অ + ঋ = আর্ = শীতের **দ্বারা** কাতর
ক্ষুধার্ত ক্ষুধা + ঋত = আ + ঋ = আর্ = ক্ষুধার **দ্বারা** কাতর

পিপাসার্ত পিপাসা + ঋত = আ + ঋ = আর্ = পিপাসা **দ্বারা** কাতর
হিমার্ত হিম (অ) + ঋত = অ + ঋ = আর্ = হিমের **দ্বারা** কাতর

অ + ঋ, আ + ঋ = আর্

৯। য ফলা নির্দেশক বিধি

অত্যন্ত } অতি + অন্ত = ই + অ = য
যদ্যপি } যদি + অপি = ই + অ = য

অত্যাচার } অতি + আচার = ই + আ = যা
ইত্যাদি } ইতি + আদি = ই + আ = যা

মস্যাধার } মসী + আধার = ঈ + আ = যা
নদ্যাদি } নদী + আদি = ঈ + আ = যা

প্রত্যুত্তর } প্রতি + উত্তর = ই + উ = যু
অভ্যুদয় } অভি + উদয় = ই + উ = যু

প্রত্যেক } প্রতি + এক = ই + এ = যে
বাণ্যৌচিত্য } বাণী + ঔচিত্য = ঈ + ঔ = যৌ

৯। ই + অ = (য্ + অ) = য
ই + আ = (য্ + আ) = যা
ঈ + অ = (য্ + অ) = য
ঈ + আ = (য + আ = যা
ই + উ = (য + উ) = যু
ই + এ = (য্ + এ) = যে
ই + ও = (য্ + ঔ) = যৌ

১০। ব ফলা নির্দেশক বিধি

স্বল্প } সু + অল্প = উ + অ = (ব্ + অ) = ব
মন্বন্তর } মনু + অন্তর = উ + অ = (ব্ + অ) = ব

স্বাগত } সু + আগত = উ + আ = (ব্ + আ) + বা
পশ্বাচার } পশু + আচার = উ + আ = (ব্ + আ) = বা

বধ্বাগার } বধূ + আগার = উ + আ = (ব্ + আ) = বা
অন্বেষণ } অনু + এষণ = উ + এ = (ব্ + এ) = বে
তন্বিন্দ্রিয় } তনু + ইন্দ্রিয় = উ + ই = (ব্ + ই) = বি

উ + অ
উ + আ
উ + আ } = ব
উ + এ
উ + ই

১১। র ফলা নির্দেশক বিধি

পিত্রালয় } পিতৃ + আলয় = ঋ + আ = (র্ + আ) = রা = (ত্রা)
মাত্রুপদেশ } মাতৃ + উপদেশ = ঋ + উ = (র্ + উ) = রু = (ত্রু)

পিত্রৈশ্বর্য } পিতৃ + ঐশ্বর্য = ঋ + ঐ = (র্ + ঐ) = রৈ = (ত্রৈ)
পিত্রৌদার্য } পিতৃ + ঔদার্য = ঋ + ঔ = (র্ + ঔ) = রৌ = (ত্রৌ)

পিত্রিচ্ছা } পিতৃ + ইচ্ছা = ঋ + ই = (র্ + ই) = রি = (ত্রি)

ঋ + আ
ঋ + উ
ঋ + ই
ঋ + ঐ
ঋ + ঔ
} = র

১২। অয়্ নির্দেশক বিধি

শয়ন } = শে + অন = এ + অ = অয়্
নয়ন } = নে + অন = এ + অ = য়
} = অয়্ + অ = অয়

এ + অ = অয়

১৩। আয়্ নির্দেশক বিধি

নায়ক } নৈ + অক = ঐ + অ = আয়্
গায়ক } গৈ + অক = ঐ + অ = আয়্
} = আয় + অ = আয়

ঐ + অ = আয়

১৪। অব্ নির্দেশক বিধি

পবন } পো + অন = ও + অ = অব্
ভবন } ভো + অন = ও + অ = অব্
} অব্ + অ = অব

পবিত্র } পো + ইত্র = ও + ই = অব্ } অব্ + ই = অবি

ও + অ = অব
ও + ই = অব
} অব

১৫। আব্ নির্দেশক বিধি

পাবক } পৌ + অক = ঔ + অ = আব্ } আব্ + অ = আব
নাবিক } নৌ + ইক = ঔ + ই = আব্ } আব্ + ই = আবি

ঔ + অ
ঔ + ই
} আব

সমাস

প্রথম ধাপ :—সন্ধির মতো সমাসও সুনির্বাচিত উদাহরণের সাহায্যে আরোহপদ্ধতিতে পড়ানো হবে। শিক্ষক স্তম্ভের পর স্তম্ভ বোর্ডে লিখে বিষয়ের উদ্ঘাটন করে সূত্রনিষ্কাশন ও রচনা করাবেন। চয়ননৈপুণ্যের ফলে বোর্ড না মুছেই প্রথম থেকে শেষ অবধি বোর্ডের কাজ চলবে। মোটা টাইপে মুদ্রিত অংশ রঙিন খড়িতে লেখা হবে।

(১) বোর্ডের বামপাশে একটি স্তম্ভে শিক্ষিকা সমাসের উদাহরণগুলি স্থাপন করবেন। দ্বন্দ্ব-সমাস সোজা বলে এর উদাহরণগুলিই প্রথমে ছাত্রীদের সামনে রাখা হবে।

(২) আরোহী-পদ্ধতিতে আলোচনা করা হবে এবং যতদূর সম্ভব ছাত্রীদের পরিচিত শব্দ ব্যবহার করতে হবে। কারণ পরিচিত বলে শব্দগুলি সহজেই তারা বিশ্লেষণ করতে পারবে। শব্দগুলি সরল থেকে জটিল ভাবে সাজান হবে।

(৩) শব্দগুলি বিশ্লেষণ করতে ছাত্রীদের অসুবিধা হলে শিক্ষিকা তাদের সাহায্য করবেন।

(৪) বোর্ডে সমাসগুলি এমনভাবে সাজাতে হবে যেন বিশ্লেষণ করবার সময় বোর্ড বারে বারে মুছতে না হয় এবং সমগ্র বিষয়টির একটা চাপ ছাত্রীদের মনে সহজেই পড়তে পারে।

দ্বিতীয় ধাপ (১)	**ব্যাসবাক্য (২)**	**বিশেষ-নিয়ম (৩)**	**সাধারণ-নিয়ম (৪)**
ক) মাতাপিতা পিতাপুত্র	(ক) মাতৃ **ও** পিতৃ পিতৃ **ও** পুত্র	(ক) সমান গোত্র বোঝালে এবং ঋ-কারান্ত শব্দ পরে থাকলে পূর্ব্ববর্ত্তী ঋ-কারান্ত শব্দের 'ঋ'-কার স্থানে 'আ'-কার হয়।	(১) বিশ্লেষণ করে **দুই** বা **ততোধিক** পদ পাওয়া যাচ্ছে। এই পদগুলি মিলিত হয়ে **একপদে** পরিণত হচ্ছে। এই মিলনকে **সমাস** বলে এবং পদকে **সমাসবদ্ধ** পদ বা **সমস্ত পদ** বলে।
খ) নরবানর গুরুশিষ্য স্ত্রীপুরুষ	(খ) নর **এবং** বানর গুরু **এবং** শিষ্য স্ত্রী **এবং** পুরুষ	(খ) অল্পস্বরবিশিষ্ট পদ, পূজনীয় পদ ও স্ত্রীলিঙ্গ পদ প্রায়ই পূর্ব্বে বসে।	(২) সমাসকে বিশ্লেষণ করলে যে পদগুলি পাওয়া যায় তাদের প্রত্যেক-টিকে **সমস্যমান** পদ বলে।
গ) চালাকচতুর জাঁকজমক	(গ) চালাক **ও** চতুর জাঁক **ও** জমক	(গ) যুগ্ম-শব্দের সাহায্যেও অনেক সময় দ্বন্দ্ব সমাস হয়।	(৩) সমস্যমান পদগুলি দিয়ে যে **বাক্য** বা **বাক্যাংশ** গঠিত হয় তাকে **ব্যাসবাক্য** বলে।
ঘ) ঝড়বৃষ্টি জামাকাপড়	(ঘ) ঝড় **এবং** বৃষ্টি জামা **এবং** কাপড়	(ঘ) সমুদয় বা সমষ্টির অর্থ প্রধান ভাবে বোঝান হলে সমাহার দ্বন্দ্ব হয়।	(৪) বিশ্লেষণ করে **যে** পদটি **আগে** পাওয়া যাচ্ছে তাকে **পূর্ব পদ** এবং **পরের** পদটিকে **পরপদ বলে।**
ঙ) কাগজপত্র জনমানব ছেলে ছোক্‌রা	(ঙ) কাগজ **এবং** পত্র জন **এবং** মানব ছেলে **ও** ছোক্‌রা	(ঙ) কতগুলি দ্বন্দ্ব সমাসে একা-র্থক বা বিভিন্ন ভাষার পদ পাওয়া যায়।	(৫) সমাসে **পূর্ব পদের** বিভক্তি লোপ পায়। (৬) সমাস **অনেকরকম** হয়।

দ্বিতীয় ধাপ (১)	ব্যাসবাক্য (২)	বিশেষ-নিয়ম (৩)	সাধারণ-নিয়ম (৪)
চ) দুধে ভাতে হাতে কলমে	(চ) দুধে ও ভাতে হাতে ও কলমে	(চ) পূর্ব্বপদের বিভক্তি লোপ না পেয়ে যে দ্বন্দ্ব-সমাস হয় তাকে অলুক-দ্বন্দ্ব বলে।	দ্বন্দ্ব সমাসের সাধারণ নিয়ম :— (১) প্রত্যেক ক্ষেত্রেই 'ও' বা 'এবং' এই সংযোজক অব্যয় ব্যবহার করা হচ্ছে। (২) দুইটি বিশেষ্যপদকে সংযোজক অব্যয় দিয়ে যুক্ত করা হচ্ছে। সমস্তপদ বিশেষ্যপদ হচ্ছে।
ছ) দম্পতি	(ছ) জায়া (দম্) ও পতি	(ছ) পতি শব্দ পরে থাকলে জায়া শব্দের স্থানে বিকল্পে 'দম' হয়।	(৩) প্রত্যেকটি পদের অর্থই প্রধানভাবে প্রতীয়মান হচ্ছে। এ রকম সমাসকে দ্বন্দ্ব-সমাস বলে। (সূত্র)
জ) কায়মনোবাক্য ব্রহ্মাবিষ্ণুমহেশ্বর	(জ) কায়, মনঃ এবং বাক্য ব্রহ্মা, বিষ্ণু এবং মহেশ্বর	(জ) দু'এর বেশী পদের মিলনেও অনেক সময় দ্বন্দ্ব-সমাস হয়ে থাকে।	(৪) অপেক্ষাকৃত অল্পস্বর বিশিষ্টপদ, অপেক্ষাকৃত পূজনীয় পদ ও স্ত্রীলিঙ্গপদ প্রায়ই পূর্বে বসে।

কর্মধারয় সমাস : সমাসের সাধারণ সূত্র জানা আছে :—

(১) উদাহরণ	(২) ব্যাসবাক্য	(৩) বিশেষ নিয়ম	(৪) সাধারণ নিয়ম
ক) নীলোৎপল উড়োজাহাজ	নীল যে উৎপল উড়ো যে জাহাজ	(ক) পূর্বপদে বিশেষণ ও পরপদে বিশেষ্য রয়েছে।	(১) বিশেষণ এবং বিশেষ্য পদের সমাস হয়েছে।
খ) নরাধম আলুসিদ্ধ	অধম যে নর সিদ্ধ যে আলু	(খ) পূর্বপদে বিশেষণ ও পরপদে বিশেষ্য রয়েছে এবং ব্যাসবাক্যের পূর্বপদ পরে বসেছে।	(২) সমস্ত পদে বিশেষ্য পদের অর্থ প্রধান হয়েছে।
গ) দেবর্ষি গঙ্গানদী	দেব যিনি ঋষি ও তিনি গঙ্গা ও যাহা নদী ও তাহা	(গ) অভেদ বোঝাচ্ছে। পূর্বপদে বিশেষ্য পরপদেও বিশেষ্য।	(৩) (বিশেষণ + বিশেষ্য), (বিশেষ্য + বিশেষণ) (বিশেষ্য + বিশেষ্য), (বিশেষণ + বিশেষণ) ইত্যাদি বিভিন্ন প্রকারে সমাস করা হয়েছে।
ঘ) নীল লোহিত গণ্যমান্য	নীল ও যে লোহিত ও সে গণ্য ও যিনি মান্যও তিনি	(ঘ) বিশেষণ পদের সঙ্গে বিশেষণ পদের সমাস হয়েছে।	(৪) ব্যাসবাক্যে যে, যিনি-তিনি, ন্যায়, রূপ, ইত্যাদির প্রয়োগ দেখা যাচ্ছে।

(১) উদাহরণ	(২) ব্যাসবাক্য	(৩) বিশেষ নিয়ম	(৪) সাধারণ নিয়ম
ঙ) পলান্ন সিংহাসন	পল **মিশ্রিত** অন্ন সিংহ **চিহ্নিত** আসন	(ঙ) ব্যাসবাক্যের মধ্যস্থিত পদটি লুপ্ত হয়ে যায়। এই সমাসকে মধ্য-পদলোপী কর্মধারয় সমাস বলে।	(৫) যে সমাসে **পূর্ব পদ পর পদের বিশেষণ রূপে** অবস্থান করে এবং **পরপদের অর্থ প্রধান** হয় তাকে **কর্মধারয়** সমাস বলে। **সূত্র**
চ) মিশকালো তুষারধবল	মিশির **ন্যায়** কালো তুষারের **ন্যায়** ধবল	(চ) সমাসবদ্ধ পদটি বিশেষণ হয়। উপমান পদের সহিত সাধারণ ধর্মবাচক পদের সমাস হয়। এই সমাসকে উপমান কর্মধারয় সমাস বলে।	
ছ) পুরুষসিংহ চরণকমল	পুরুষ সিংহের **ন্যায়** চরণ কমলের **ন্যায়**	(ছ) উপমেয় পদের সঙ্গে উপমান পদের সমাস হয়েছে এবং সাধারণ ধর্মের উল্লেখ নেই। এই সমাসকে উপমিত কর্মধারয় সমাস বলে।	
জ) বিদ্যাধন বিষাদসিন্ধু	বিদ্যা **রূপ** ধন বিষাদ **রূপ** সিন্ধু	(জ) উপমেয় পূর্বপদ উপমান পরপদ হয়। উপমান ও উপমেয়ের অভেদ কল্পনা করা হয়। এই সমাসকে রূপক কর্মধারয় সমাস বলে।	
ঝ) পূর্বাহ্ণ মধ্যাহ্ন	পূর্ব যে **অহন্** মধ্য যে **অহন্**	(ঝ) পূর্ব, প্র, যথা, অপর, সায়ং শব্দের পরবর্তী অহন্ শব্দের স্থানে অহ্ন হয়।	
ঞ) মহারাজ প্রিয়সখ পূর্বরাত্র	**মহৎ** যে **রাজা** প্রিয় যে **সখা** পূর্ব যে **রাত্রি**	(ঞ) 'রাজন' শব্দ স্থানে 'রাজ', সখি শব্দ স্থানে 'সখ' রাত্রি শব্দ স্থানে 'রাত্র' এবং মহৎ শব্দ স্থানে 'মহা' হয়।	
ট) কদন্ন কদভ্যাস	কু অন্ন কু অভ্যাস	(ট) স্বরবর্ণ পরে থাকলে 'কু' স্থানে 'কৎ' হয়।	
ঠ) তাপসবৃদ্ধ বারেক	বৃদ্ধ **তাপস** এক **বার**	(ঠ) কর্মধারয় সমাসে অনেক সময় পূর্বপদ পরে আসে।	
ড) সুপ্তোত্থিত দত্তাপহৃত	**পূর্বে** সুপ্ত **পরে** উত্থিত **পূর্বে** দত্ত **পরে** অপহৃত	(ড) পূর্বের ও পরের ক্রিয়া বোঝালে দুইটি 'ক্ত' প্রত্যয়ান্ত বিশেষণের সমাস হয়।	

অব্যয়ীভাব সমাস

(১) উদাহরণ	(২) ব্যাসবাক্য	(৩) বিশেষ নিয়ম
(ক) প্রতিদিন	দিন **দিন**	(ক) বীপ্সা বা পৌনঃপুন্য বোঝাচ্ছে
হররোজ	রোজ **রোজ**	
(খ) উপকূল	কূলের **সমীপে**	(খ) সামীপ্য বোঝাচ্ছে
উপনগরী	নগরীর **সমীপে**	
(গ) দুর্ভিক্ষ	ভিক্ষার **অভাব**	(গ) অভাব বোঝাচ্ছে
অসুখ	সুখের **অভাব**	
(ঘ) আকণ্ঠ	কণ্ঠ **পর্যন্ত**	(ঘ) সীমা বা পর্যন্ত
আজীবন	জীবন **পর্যন্ত**	
(ঙ) যথাশক্তি	শক্তিকে **অতিক্রম না করিয়া**	(ঙ) অনতিক্রম বোঝাচ্ছে
যথাবিধি	বিধিকে **অতিক্রম না করিয়া**	
(চ) উপকথা	কথার **তুল্য বা সদৃশ**	(চ) সদৃশ বা তুল্য বোঝাচ্ছে
প্রতিমূর্তি	মূর্তির **তুল্য বা সদৃশ**	
(ছ) উপদেবতা	হীন দেবতা	(ছ) ক্ষুদ্রতা বোঝাচ্ছে
উপগ্রহ	ক্ষুদ্র গ্রহ	
(জ) অনুগুণ	গুণের **যোগ্য**	(জ) যোগ্যতা বোঝাচ্ছে
অনুরূপ	রূপের **যোগ**	
(ঝ) প্রত্যক্ষ	অক্ষির **অভিমুখে**	(ঝ) নিপাতনে সিদ্ধ অর্থাৎ সাধারণ নিয়ম ছাড়াই সিদ্ধ।
পরোক্ষ	অক্ষির **পরে (বাহিরে)**	
সমক্ষে	অক্ষির **সমীপে বা সম্মুখে**	

(৪) সাধারণ নিয়ম

(ক) অব্যয় পদ পূর্বে বসে।

(খ) অব্যয়ের অর্থ **প্রধান** রূপে প্রতীয়মান হয়।

(গ) সামীপ্য, বীপ্সা, অভাব, পর্যন্ত, অনতিক্রম, সাদৃশ্য, হীনতা, ক্ষুদ্রতা যোগ্যতা ইত্যাদির অর্থ পাওয়া যায়।

(ঘ) অর্থ বিশেষে **অব্যয়ের** ব্যবহার পাওয়া যায়।

(ঙ) যে সমাসে অব্যয়ের অর্থ **প্রধান রূপে** প্রতীয়মান হয় এবং পূর্ব পদ **অব্যয় থাকে** তাকে অব্যয়ীভাব সমাস বলে। সূত্র

দ্বিগু সমাস কর্মধারয় সমাসের জ্ঞান আছে

(১) উদাহরণ	(২) ব্যাসবাক্য	(৩) বিশেষ নিয়ম
(ক) নবরত্ন	নবরত্নের **সমাহার**	(ক) পূর্বপদে সংখ্যা বাচক শব্দ আছে বিশেষণ পদ এবং সমাহার বুঝিয়েছে।
ত্রিভুবন	ত্রি (তিন) ভুবনের **সমাহার**	
(খ) শতাব্দী	শত অব্দের **সমাহার**	(খ) সমাহার বুঝিয়েছে। অন্ত 'অ' কার স্থানে 'ঈ' কার হয়েছে।
ত্রিপদী	ত্রি (তিন) পদের **সমাহার**	
(গ) পঞ্চনদ	পঞ্চ নদীর **সমাহার**	(গ) 'নদী' শব্দের 'ঈ' ও 'অঙ্গুলি' শব্দের '**ই**' স্থানে 'অ' হয়েছে।
পঞ্চাঙ্গুল	পঞ্চ অঙ্গুলির **সমাহার**	
(ঘ) ত্রিফলা	ত্রি (তিন) ফলের **সমাহার**	(ঘ) 'অ'-কারান্ত শব্দ 'আ' কারান্ত শব্দে পরিণত হয়েছে।

(৪) সাধারণ নিয়ম

১। পূর্বপদে **সংখ্যা বাচক** শব্দ থাকে।

২। সমাহার বা এককালে অনেক বস্তুর সমাবেশ বোঝায়।

৩। সংখ্যাবাচক শব্দ **পূর্বে** থাকিয়া যে কর্মধারয় সমাস হয় এবং সমাহারাদি অর্থ বুঝায় তাকে **দ্বিগু** সমাস বলে। (সূত্র)

বহুব্রীহি সমাস

(১) উদাহরণ	(২) ব্যাসবাক্য	(৩) বিশেষ নিয়ম
(ক) চন্দ্রচূড় শুদ্ধচিত্ত	(ক) চন্দ্রচূড়ায় **যার** শুদ্ধ চিত্ত **যার**	ক) অন্য পদের অর্থকে প্রধান ভাবে বোঝান হয়।
(খ) পক্ককেশ শুভ্রবসনা	(খ) পক্ক কেশ **যার** শুভ্র বসন **যার** (স্ত্রী)	খ) পূর্ব্বপদ বিশেষণ ও পরপদ বিশেষ্য এবং দুই পদই একই বিভক্তি যুক্ত। এই রকম সমাসকে সমানাধিকরণ বহুব্রীহি সমাস বলে।
(গ) বীণাপাণি ঘর মুখো	(গ) বীণা পাণিতে **যার** ঘরের দি**কে** মু**খ যার**	গ) বিশেষ্যের সঙ্গে বিশেষ্যের সমাস, দুই পদ ভিন্ন ভিন্ন বিভক্তিযুক্ত হয়। এই রকম সমাসকে ব্যধিকরণ বহুব্রীহি সমাস বলে।
(ঘ) কেশাকেশি গলাগলি	(ঘ) কেশে কেশে আকর্ষণ করে **যে** যুদ্ধ। গলায় গলায় **যে** মিল।	ঘ) পরস্পর একজাতীয় কাজের বিনিময় বোঝালে যে সমাস হয় তাকে ব্যতীহার বহুব্রীহি সমাস বলে।
(ঙ) চাঁদমুখ একচোখা	(ঙ) চাঁদের মত মুখ **যার** এক দিকে চোখ **যার**	ঙ) ব্যাসবাক্যের মধ্যস্থিত পদ লুপ্ত হয়ে যে সমাস হয় তাকে মধ্য-পদলোপী বহুব্রীহি সমাস বলে।
(চ) দশানন দোনলা	(চ) দশ আনন **যার** দুই নল যার	চ) পূর্ব্বপদে সংখ্যাবাক বিশেষণ হয়, এই রকম সমাসকে সংখ্যা বহুব্রীহি বলে।
(ছ) গায়ে হলুদ ছড়ি হাতে	(ছ) গায়ে হলুদ দেয় **যে (অনুষ্ঠানে)** ছড়ি হাতে **যার**	ছ) বিভক্তির লোপ না হয়ে সমাস হয়, এই রকম সমাসকে অলুক বহুব্রীহি সমাস বলে।
(জ) মহাশয় সতীর্থ	(জ) মহৎ আশয় **যার** সমান তীর্থ(**শিক্ষা**) **যার**	জ) 'মহৎ' শব্দ স্থানে 'মহা এবং 'সহ' শব্দ স্থানে প্রায়ই 'স' হয়।

সাধারণ নিয়ম

বহুব্রীহি সমাসের সাধারণ নিয়ম

১। **'যে' 'যা', 'বর্তমান'** ইত্যাদি শব্দের প্রয়োগ পাওয়া যাচ্ছে।

২। **দুই** বা **ততোধিক** পদের মিলন হচ্ছে।

৩। **সমস্ত পদগুলি** সব সময় **বিশেষণ** হয়।

৪। ব্যাসবাক্যের অন্তর্গত কোন পদের অর্থকে প্রধানভাবে না বুঝিয়ে **অন্যপদের অর্থকে** প্রধান ভাবে বোঝান হয়। (সূত্র)

(১) উদাহরণ	(২) ব্যাসবাক্য,	(৩) বিশেষ নিয়ম	(৪) সাধারণ নিয়ম
(ঝ) বিশালাক্ষ পুষ্পধন্বা পদ্মনাভ	(ঝ) বিশাল অক্ষি **যার** পুষ্প ধনুঃ **যার** পদ্ম নাভিতে **যার**	ঝ) 'অক্ষি' শব্দ স্থানে 'অক্ষ', 'ধনুস্' শব্দ স্থানে 'ধন্বন' এবং সংজ্ঞার্থে 'নাভি' শব্দ স্থানে 'নাভ' হয়।	
(ঞ) সস্ত্রীক নদীমাতৃক	(ঞ) স্ত্রীর সঙ্গে **বর্তমান যে** নদী মাতা **যার**	ঞ) ঈকারান্ত ও স্ত্রীলিঙ্গ শব্দের উত্তর 'ক' হয়।	
(ট) অজ্ঞান অনন্ত	(ট) **নাই** জ্ঞান **যার** **নাই** অন্ত **যার**	ট) নিষেধার্থক অব্যয়ের সঙ্গে এই সমাস হয়। স্বরবর্ণ পরে থাকলে 'ন' স্থানে 'অন' এবং ব্যঞ্জনবর্ণ পরে থাকলে 'ন' স্থানে 'অ' হয়, এই রকম সমাস কে নঞর্থক বহুব্রীহি বলা হয়।	

তৎপুরুষ সমাস

উদাহরণ	ব্যাসবাক্য	বিশেষ নিয়ম	সাধারণ নিয়ম
ক) ১) ফুলতোলা বাসনমাজা	ফুল**কে** তোলা বাসন**কে** মাজা	ক) ১) 'কে' (দ্বিতীয়া বিভক্তি) লুপ্ত হয়ে সমাস হয়েছে। এই সমাসকে দ্বিতীয়া তৎপুরুষ সমাস বলে। (সূত্র)	১। পূর্বপদের বিভক্তি লুপ্ত হয়ে যায়। ২। পরপদের অর্থ **প্রধানভাবে** বোঝায়।
২) চিরসুন্দর ক্ষণস্থায়ী	চিরকাল **ব্যাপিয়া** সুন্দর ক্ষণকাল **ব্যাপিয়া** স্থায়ী	২) ব্যাপ্তি বোঝাচ্ছে।	৩। যে বিভক্তি লুপ্ত হয় সেই বিভক্তির নাম অনুসারে সমাসের নাম হয়।
৩) দ্রুতগামী অর্দ্ধমৃত	দ্রুত **যথা তথা** গামী অর্দ্ধ **রূপে** মৃত	৩) ক্রিয়া বিশেষণের সঙ্গে পরবর্তী কৃদন্তপদের সমাস হচ্ছে।	৪। 'কে' 'ব্যাপিয়া **রূপে**, **দ্বারা**, **জন্য**, **হইতে**, **এর**, **র**, **এ**, **য়** ইত্যাদি শব্দের প্রয়োগ দেখা যায়।
খ) ১) মধুমাখা রবাহূত	মধু **দ্বারা** মাথা রব **দ্বারা** আহূত	খ) ১) 'দ্বারা' (তৃতীয়া বিভক্তি) লুপ্ত হয়ে সমাস হয়েছে। এই সমাসকে তৃতীয়া-তৎপুরুষ সমাস বলে। (সূত্র)	সূত্র :—যে সমাসে পূর্ব পদে দ্বিতীয়াদি বিভক্তির লোপ হয় এবং পরপদের অর্থ প্রধান ভাবে বোঝান হয় তাকে তৎপুরুষ সমাস বলে।
২) পিতৃমাতৃহীন জ্ঞানরহিত	পিতামাতা **দ্বারা** হীন জ্ঞান **দ্বারা** রহিত	২) 'হীন', 'রহিত', 'উন', 'শূন্য' ইত্যাদি শব্দের যোগে সমাস হয়েছে।	

উদাহরণ	(২) ব্যাসবাক্য	(৩) বিশেষ নিয়ম
৩) নুনপোড়া সর্প দষ্ট	নুন দিয়ে পোড়া সর্প কর্তৃক দষ্ট	৩) 'আ' ও 'ক্ত' প্রত্যয়ান্ত শব্দের যোগে সমাস হয়েছে।
গ) ১) দেব দত্ত ২) বালিকা বিদ্যালয় বিয়েপাগ্‌লা	দেবকে দত্ত বালিকাদের জন্য বিদ্যালয় বিয়ের জন্য পাগ্‌লা	গ) ১) 'কে', 'জন্য' (ইত্যাদি চতুর্থী বিভক্তি) লুপ্ত হয়ে সমাস হয়েছে। এই সমাসকে চতুর্থী তৎপুরুষ সমাস বলে। (সূত্র) ২) চতুর্থি বিভক্তির অর্থবোধেও চতুর্থী তৎপুরুষ সমাস হয়।
ঘ) ১) দলছাড়া স্কুল পালানো	দল **হইতে** ছাড়া স্কুল **থেকে** পালানো	ঘ) ১) 'হইতে', 'থেকে' (পঞ্চমী বিভক্তি) লুপ্ত হয়ে সমাস হয়েছে। এই সমাসকে পঞ্চমী তৎপুরুষ সমাস বলে। (সূত্র)
২) সর্পভীত শাপমুক্ত গাচপাড়া বিদেশাগত অগ্নিভয়	সর্প **হইতে** ভীত শাপ **হইতে** মুক্ত গাছ **হইতে (চ্যুত)** পাড়া বিদেশ **হইতে** আগত অগ্নি **হইতে (জাত)** ভয়	২) 'মুক্ত', 'ভীত', 'চ্যুত', 'জাত', 'আগত প্রভৃতি অর্থবোধক শব্দ-যোগেও পঞ্চমী-তৎপুরুষ সমাস হয়।
ঙ) ১) রাজপুত্র গ্রন্থাগার	রাজার পুত্র গ্রন্থের আগার	ঙ) ১) 'র', 'এর' (ষষ্ঠী বিভক্তি) লুপ্ত হয়ে সমাস হয়েছে। এই সমাসকে ষষ্ঠীতৎপুরুষ সমাস বলে।
২) পারস্যরাজ ধর্মরাজ	পারস্যের রাজা ধর্মের রাজা	২) 'রাজা' শব্দ পরে থাকলে প্রায়ই শেষের 'আ'-কার লোপ পায়।
৩) কন্যাসহ মাতৃতুল্য তৎপ্রতি ধনিগণ	কন্যার সহ মাতার তুল্য তাহার প্রতি ধনীর গণ	(ঙ) (৩) 'সহার্থ', 'তুল্যার্থ' এবং 'প্রতি' প্রভৃতি শব্দযোগে ষষ্ঠী তৎপুরুষ সমাস হয়।

উদাহরণ	ব্যাসবাক্য	বিশেষ-নিয়ম
৪) রাজহংস রাজপথ	হংসের রাজা পথের রাজা	(৪) শ্রেষ্ঠার্থবাচক 'রাজন্' শব্দ কখনও কখনও পূর্বে আসে।
৫) ছাগদুগ্ধ মৃগশিশু	ছাগীর দুগ্ধ মৃগীর শিশু	(৫) কয়েকটি জাতিবাচক স্ত্রী-লিঙ্গের স্থলে পুংলিঙ্গের রূপ হয়।
৬) কালিদাস দেবিদাস ষষ্ঠীদাস	কালীর দাস দেবীর দাস ষষ্ঠীর দাস	(৬) 'দাস' শব্দ পরে থাকলে কালী, দেবী ও ষষ্ঠী শব্দের দীর্ঘ ঈ হ্রস্ব ই হয়।
চ) ১) গাছপাকা গোলাভরা	গাছে পাকা গোলায় ভরা	(চ) (১) 'এ', 'য়' (সপ্তমী-বিভক্তি) প্রভৃতি লুপ্ত হয়ে সমাস হয়েছে। এই সমাসকে সপ্তমী তৎ-পুরুষ সমাস বলা হয়।
২) ভূতপূর্ব অদৃষ্ট পূর্ব	পূর্বে ভূত পূর্বে অদৃষ্ট	(২) কখনও কখনও পূর্ব ইত্যাদি শব্দ সমস্তপদে পরে বসে।
ছ) অজানা অনভ্যাস	ন জানা ন (অন্) অভ্যাস	(ছ) 'ন' এই অব্যয়ের সঙ্গে সমাস হয়েছে। এই সমাসকে নঞ-তৎপুরুষ সমাস বলে। 'ন' এর জায়গায় 'অন' ও 'অ' হয়। (স্বরবর্ণ পরে থাকলে 'অন্', ব্যঞ্জনবর্ণ পরে থাকলে 'অ' হয়)।
জ) কুম্ভকার পঙ্কজ	কুম্ভ করে যে পঙ্কে জন্মে যাহা	(জ) উপপদের সঙ্গে কৃদন্ত শব্দের সমাস হয়।
ঝ) হাতে কাটা যুধিষ্ঠির	হাতে কাটা যুধি (যুদ্ধে) স্থির	(ঝ) পূর্বপদে বিভক্তির লোপ হয় না। এই সমাসকে অলুক-তৎপুরুষ সমাস বলে।

তদ্ধিত প্রত্যয়

বাংলা তদ্ধিতপ্রত্যয় পাঠদান কালে শব্দের গঠনগত প্রক্রিয়া সম্বন্ধে ছাত্রীদের নিকট বিভক্তিসহযোগে শব্দগঠন প্রণালী আলোচনা করা হইবে। বিভক্তি ব্যতীত বিবিধ ব্যাকরণগত প্রণালীর দ্বারা শব্দ গঠন করা যায়। তাহাদেরই মধ্যে একটি বিশেষ প্রণালীর বিষয় ছাত্রীদের অবগত করানো হইবে।

প্রথম দিনে ঐ প্রণালীর অন্তর্গত আট প্রকার প্রত্যয় নিম্নলিখিত পন্থায় আলোচিত হইবে।

পদ্ধতি

১। প্রথমতঃ—বিভক্তি সহযোগে কতকগুলি শব্দ গঠন করিতে বলা হইবে। ২। দ্বিতীয়তঃ—নিম্নলিখিত চার্টে শব্দগুলির মূল শব্দ নির্ণয় করিতে বলা হইবে। ৩। তৃতীয়তঃ—যে শব্দযোগে মূল শব্দগুলির পরিবর্তন হইল তাহা ছাত্রীগণ কর্তৃক নির্ণীত হইবে। ৪। চতুর্থতঃ—গঠিত শব্দ দ্বারা ছাত্রীগণ বাক্যরচনা করিবে।

যে বিশেষ শব্দগুলির যোগে মূল শব্দের পরিবর্তন হইয়াছে সেই বিশেষ শব্দগুলিকে তদ্ধিত প্রত্যয় বলা হয়।

আরো আটটি তদ্ধিত প্রত্যয় সংগ্রহ করিয়া ছাত্রীরা অনুরূপ তালিকা প্রস্তুত করিবে।

তদ্ধিত্যন্ত শব্দ	মূল শব্দ নির্ণয়	প্রত্যয় নির্ণয়	বাক্য রচনা (গঠিত শব্দ সহযোগে)	পদ নির্দেশ	সংজ্ঞা
১। তেলা	তেল	আ	**তেলা** মাথায় সকলেই তেল দিতে চায়।	**বিশেষ্য** (মূল পদ)	শব্দের উত্তর ভিন্ন ভিন্ন অর্থে কতকগুলি প্রত্যয় যোগে নতুন শব্দ গঠিত হয়। সেই কতকগুলি প্রত্যয়ের নাম তদ্ধিত প্রত্যয়।
চালা	চাল		ঘরের **চালা** ঝড়ে উড়ে গেল।	> বিশেষণ	
২। কানাই	কান	আই	কৃষ্ণের অপর নাম **কানাই**।	**বিশেষ্য** (মূল পদ)	
মাধাই	মাধব		সৎসঙ্গে পড়িয়া জগাই-**মাধাই** এর মত পাপিষ্ঠ দেরও ভবৎ ভক্তি হইয়াছিল।	> বিশেষ্য	
২। জুতানো	জুতা	আনো	চুরির অপরাধে চোরকে **জুতানো হইল**।	**বিশেষ্য** (মূল পদ)	
হাতানো	হাত		মেয়েটির টাকা পয়সা **হাতানো** অভ্যাস আছে।	> নাম ধাতু	
৪। পাকামি	পাকা	আমি	ছোট ছেলেদের **পাকামি** দেখলে গা জ্বালা করে।	**বিশেষণ** 7 বিশেষ্য	
ঘরামি	ঘর		পরের ঘর মেরামত করিতে গিয়া **ঘরামিরা** নিজেদের ঘর মেরামত করিবার অবকাশ পায় না।	**বিশেষ্য** 7 বিশেষ্য	

তদ্ধিতান্ত শব্দ	মূল শব্দ নির্ণয়	প্রত্যয় নির্ণয়	—বাক্য রচনা—	পদ নির্দেশ	সংজ্ঞা
৫। শাঁখারি	শাঁখ	আরি	ঢাকা শহরে অনেক **শাঁখারি** আছে।		শব্দের উত্তর
ভিখারী	ভিখ		**ভিখারী**কে দুই মুঠা চাল ভিক্ষা দাও	বিশেষ্যপদ—বিশেষ্য পদ	ভিন্ন ভিন্ন অর্থে
৬। শাঁসালো	শাঁখ	আল	নারকেলটি খুব **শাঁসাল**।	বিশেষ্যপদ—বিশেষণ	কতকগুলি
ধারালো	ধার		ছেলেটির বুদ্ধি খুব **ধারাল**।	,, ,,	প্রত্যয় যোগে
৭। মেয়েলি	মেয়ে	আলি	ছেলেদের **মেয়েলি** স্বভাব একাবারেই বরদাস্তহয় না।		নতুন শব্দ
ঠাকুরালি	ঠাকুর		"আমাদেরই এই কুটিরে দেখেছি মানুষের **ঠাকুরালি**।"	বিশেষ্য পদ—বিশেষণ	গঠিত হয়।
			"**রাখাল** গরুর পাল লয়ে যায় মাঠে।"	,, ,,	সেই কতকগুলি
৮। রাখাল	রাখ	আল	অত্যাচারী জমিদারগণ **লাঠিয়াল**দের সাহায্যে প্রজাদের সায়েস্তা করিতেন।	ক্রিয়া—বিশেষ্য	প্রত্যয়ের নাম
লাঠিয়াল	লাঠি			বিশেষ্য—বিশেষ্য	তদ্ধিত প্রত্যয়।
বেগুনী	বেগুন	ঈ	**বেগুনী** রঙ এর শাড়ীতে মেয়েটিকে ভারী সুন্দর মানিয়েছে।	বিশেষ্যপদ—বিশেষণ	
গোলাপী	গোলাপ			,,	
পাথরিয়া	পাথর	ইয়া	এই **পাথরিয়া** জমিতে কি আর ফুল হয়?	বিশেষ্যপদ—বিশেষণ	
শহরিয়া	শহর		**শহরিয়া** ছেলেটি বড়বাবু।	,,	
পড়ুয়া	পড়া	উয়া	ছেলেটি দারুণ **পড়ুয়া**।	ক্রিয়া—বিশেষণ	
পটুয়া	পট		**পটুয়া**টি নিপুণভাবে পট চিত্র করিতেছে।	বিশেষ্য—বিশেষ্য	
দাপট	দাপ	ট	ছোট ভাইএর উপর সুযোগ পেলেই মেয়েটি খুব **দাপট** দেখায়।		
জমাট	জমা		এই দারুণ ঠাণ্ডায় পানীয় জলটুকুও **জমাট** বরফে পরিণত হইয়াছে।	বিশেষ্য পদ—বিশেষ্য	
বোকাটে	বোকা	টে	জমিদারবাবুর মেয়েটি বুদ্ধিমতী কিন্তু ছেলেটা কেমন **বোকাটে** ধরণের।	বিশেষণ—বিশেষণ	
ভাড়াটে	ভাড়া		বাড়িওয়ালা **ভাড়াটে** ওঠাবার জন্য খুব চেষ্টা করছে।	বিশেষ্য—বিশেষণ	
ঘামাচি	ঘাম	আচি	গরমে ছেলেটার সারা গা **ঘামাচি**তে ভরে গেছে।	বিশেষ্য—বিশেষ্য	
ব্যাঙাচি	ব্যাঙ		**ব্যাঙাচি** থেকে ব্যাঙ হয়।		
পাগলামো	পাগল	আনো	এতখানি বয়স হোল তবু তোমার **পাগলামো** গেল না।	বিশেষণ—বিশেষ্য	
বাঁদরামো	বাঁদর		পাড়ার ছেলেগুলোর **বাঁদরামো** দিনকে দিন বেড়েই চলেছে।		
পেটুক	পেট	উক	ছেলেটা দারুণ **পেটুক** দিনরাত খাবার তালেই আছে।	বিশেষ্য—বিশেষণ	
লাক	লাজ		মেয়েটি বড় **লাজুক** কারো দিকে মুখতুলে কথা বলে না।		

কৃৎ-প্রত্যয়

শিক্ষিকা প্রথমে ক্লাসে দুটি বোর্ডের ব্যবস্থা করবেন। তারপর তিনি নিজে যে চার্ট তৈয়ারী করে এনেছেন, সেটি ভাল করে ছাত্রীদের কাছে বোঝানর জন্য :— প্রথম বোর্ডে তাঁর চার্টে প্রথম স্তম্ভে যে শব্দগুলি আছে ক্রমানুসারে পর পর লিখে যাবেন। তবে একদিনে তিনি মাত্র ছয়টি শব্দের গঠন দেখাবেন। তারপর শব্দগুলি যে ক্রিয়া দ্বারা গঠিত সেই ক্রিয়াগুলি পর পর লিখবেন দ্বিতীয় স্তম্ভে এবং ঐ ক্রিয়াগুলির সহিত যে যে প্রত্যয় যুক্ত হয়েছে সেই প্রত্যয়গুলি লিখবেন, তৃতীয় স্তম্ভে ছাত্রীদের বোঝানোর জন্য আগের যুক্ত প্রত্যয়গুলি পৃথকভাবে লিখবেন, এরপর দ্বিতীয় বোর্ডটি ঠিক প্রথম বোর্ডের পরে বসিয়ে চতুর্থ স্তম্ভে ক্রিয়ার সহিত প্রত্যয় যুক্ত হয়ে যে যে পদ গঠিত হল সেই পদগুলি লিখে দেখাবেন, তারপর শেষ স্তম্ভে ঐ পদ দ্বারা বাক্য গঠন করে তাদের ভাল ভাবে বুঝিয়ে দিবেন। তিনদিন ব্যাকরণের ক্লাসে আশাকরা যায় শিক্ষয়িত্রী তাঁর বিষয় ছাত্রীদের অবগত করাতে পারবেন। তার পর চার্টের অনুরূপ একটি চার্ট বাড়ী থেকে করে আসতে বলবেন। তাঁর কাজের সুবিধার জন্য এবং ছাত্রীদের উৎসাহ বৃদ্ধি করবার জন্য তিনি শ্রেণীর সমস্ত ছাত্রীদের কয়েকটি ভাগে ভাগ করে কৃৎপ্রত্যয়ের চার্টটি সম্পূর্ণ করতে দিতে পারেন এবং কে আগে জমা দিতে পারে এই কথা যদি ঘোষণা করেন, তা'হলে আমাদের মনে হয়, ছাত্রীরা খুব দ্রুত অগ্রসর হতে পারবে। কিন্তু সর্বপ্রথম তাঁর কাজ হবে, প্রত্যয় সম্বন্ধে আলোচনা করা, কৃৎ-প্রত্যয় কাকে বলে এবং কি ভাবে কৃৎ-প্রত্যয়ের গঠিত হয় সে বিষয়ে ছাত্রীদের ভাল ভাবে অবগত করান।

	শব্দ	ক্রিয়া	প্রত্যয়	প্রত্যয়	পদ	কৃৎ প্রত্যা দ্বার গঠিত শব্দ
১।	কান্না	কাঁদ্+	না	না প্রত্যয়	বিশেষ্য	কান্না হাসিয় দোল দোলান......
	বাজনা	বাজ +	না	না ,,	,,	ভিখারিটি বাজনা বাজিয়ে গান করছিল।
২।	ঝুলন	ঝুল্+	অন	অন ,,	,,	ঝুলন যাত্রা হিন্দুদের একটি বড় উৎসব।
	চলন	চল্+	অন	অন ,,	,,	তার চাল চলন বড় খারাপ।
৩।	নাচনি	নাচ +	নি	নি ,,	,,	বালক কৃষ্ণের নাচনি দেখে যশোদা মুগ্ধ।
	ঢাকনি	ঢাক্+	নি	নি ,,	,,	ঐ বাক্সটার ঢাকনি পাওয়া যাচ্ছে না।
৪।	হাঁচি	হাঁচ +	ই	ই ,,	,,	সাপের হাঁচি বেদেয় চেনে।
	ভাজি	ভাজ +	ই	ই ,,	,,	ডালের সঙ্গে ভাজি একটা মুখ-রোচক খাবার।

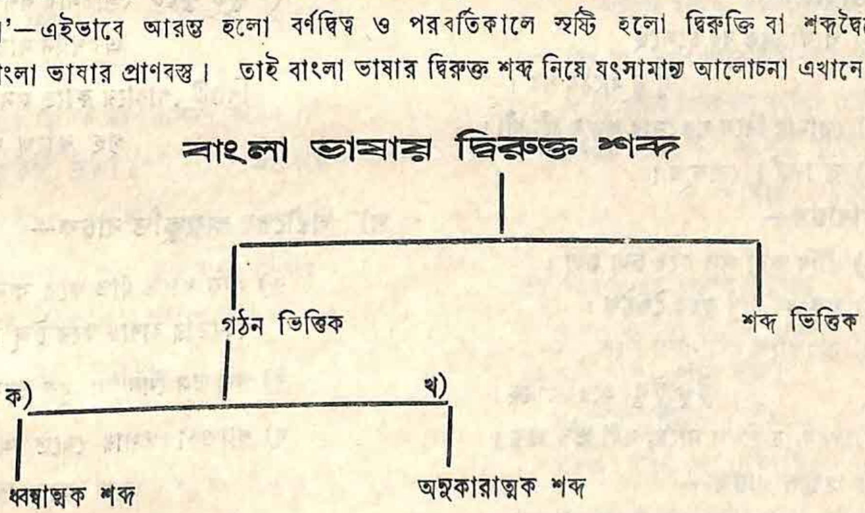
শব্দ	ক্রিয়া প্রত্যয়	প্রত্যয়		পদ	কৃৎ প্রত্যয় দ্বারা গঠিত শব্দ
৫। খাইয়ে	খা+ ইয়ে	ইয়ে	,,	বিশেষণ	ভাল খাইয়ের খাওয়া দেখেও সুখ।
নাচিয়ে	নাচ্+ ইয়ে	ইয়ে	,,	,,	যেমন নাচিয়ে তেমনি বাজিয়ে।
৬। করিয়া	কর্+ ইয়া	ইয়া	,,	অসমাপিকা ক্রিয়া	কাজ করিয়া যাও ফলের আশা করিবে না।
খাইয়া	খা+ ইয়া	ইয়া	,,	,,	হরি খাইয়াই চলিয়া গেল।
৭। যাইতে	যা+ ইতে	ইতে	,,	,,	বাড়ী যাইতেই বৃষ্টি আরম্ভ হইল।
দেখিতে	দেখ্+ ইতে	ইতে	,,	,,	পূর্ণিমার চাঁদ দেখিতে বড় সুন্দর।
৮। করিলে	কর্+ ইলে	ইলে	,,	,,	কাজ করিলে পয়সা পাইবে।
বলিলে	বল্+ ইলে	ইলে	,,	,,	তুমি বলিলে বলিয়াও চলিয়া গেল।
৯। মিশুক	মিশ+উক	উক	,,	বিশেষ্য	রাধা বড় মিশুক
খাউক	খা+উক	উক	,,	বিশেষণ	
১০। পড়ুয়া (ছাত্র)	পড়+উয়া	উয়া	,,	বিশেষ্য	যর্দ্দায় পোড়ো
পড়ুয়া (পতিত হওয়া)	পড়+উয়া	উয়া	,,	বিশেষণ	পোড়ো বাড়ীর কাছে যেও না।
১১। খাটুনি	খাট+উনি	উনি	,,	বিশেষ্য	বেশী বয়সে অধিক খাটুনি সহ্য হয় না।
গাঁথুনি	গাঁথ+উনি	উনি	,,	,,	
রাঁধুনি	রাঁধ+উনি	উনি	,,	,,	আজকাল রাঁধুনি পাওয়া বড় কষ্টকর।
১২। ফেরতা	ফের+ তা	তা	,,	বিশেষণ	ফেরত গাড়ীতে তুমি বাড়ী যেও
পড়তা	পড়+ তা	তা	,,	,,	তার এখন পড়তা পড়েছে। (পড়তা অর্থ ভাল সময়)
১৩। ঘাট্তি	ঘাট্+ তি	তি	,,	বিশেষ্য	মাল ঘাটতি পড়েছে।
চলতি	চল+ তি	তি	,,	বিশেষণ	চলতি গাড়ী।
১৪। টনক	টন্+ ক	ক	,,	বিশেষ্য	এতদিনে তার টনক নড়েছে।
ফটক্	ফট্+ ক	ক	,,	বিশেষণ	ফটকটা বন্ধ করে দাও।

	শব্দ	ক্রিয়া প্রত্যয়	প্রত্যয়	পদ	কৃৎ প্রত্যয় দ্বারা গঠিত শব্দ
১৫।	পূজারি	পূজ্ + আরি	আরি ,,	বিশেষণ	পূজারি ব্রাহ্মণ খুব নিষ্ঠাবান হয়।
	ডুবারি	ডুব্ + আরি	আরি ,,	বিশেষ্য	ডুবারি মুক্তা তোলে।
	কাটারি	কাট্ + আরি	আরি ,,	,,	কাটারি দিয়ে কাঠ কাটা হয়।
১৬।	চলন্ত	চল + অন্ত	অন্ত ,,	বিশেষণ	চলন্ত গাড়ী থেকে নামা উচিত নয়।
	বাড়ন্ত	বাড় + অন্ত	অন্ত ,,	,,	আজ ঘরে চাল বাড়ন্ত।
১৭।	চড়াও	চড় + আও	আও ,,	,,	সে বাড়ী চড়াও হয়ে আমায় অপমান করে গেল।
	লাগাও	লাগ + আও	আও ,,	,,	আমার বাড়ীর লাগাও রমার বাড়ী।
১৮।	চল	চল্ + অ	অ ,,	ক্রিয়া	এ শাড়ীটার এখন চল নেই।
	বাড়	বাড় + অ	অ ,,	বিশেষ্য	তোমার বড় বাড় বেড়েছে।

বাংলা সাহিত্যে দ্বিরুক্ত শব্দের ব্যবহার

কিসের থেকে কিভাবে বাংলা ভাষার জন্ম হয়েছে তা আমাদের বিচার্য নয়। বাংলা ভাষার মধ্যে কি আমরা পেয়েছি তাই আমাদের আলোচনার বস্তু, শিশুর মুখে যখন প্রথম বোল ফোটে তখন সে ডাকে 'দা-দা' 'মা-মা' 'বা-বা'—এইভাবে আরম্ভ হলো বর্ণদ্বিত্ব ও পরবর্তিকালে সৃষ্টি হলো দ্বিরুক্তি বা শব্দদ্বৈতের আর সে গুলিই হলো বাংলা ভাষার প্রাণবস্তু। তাই বাংলা ভাষার দ্বিরুক্ত শব্দ নিয়ে যৎসামান্য আলোচনা এখানে করেছি।

বাংলা ভাষায় দ্বিরুক্ত শব্দ



বাংলার ধ্বন্যাত্মক শব্দগুলি প্রকৃত পক্ষে অনুকারাত্মক। ইহারা ধ্বনি বা অব্যক্ত শব্দের ন্যায় বস্তু ভাব, গুণ ক্রিয়া সকলেরই অনুকরণ করে। এগুলি খাঁটি বাংলা শব্দ, ইহাদের সংস্কৃত শব্দের সহিত কোন যোগ নাই।

ক) ধ্বন্যাত্মক শব্দ

(১) শ্রুতি গ্রাহ্য — (২) অনুভূতি গ্রাহ্য

শ্রুতিগ্রাহ্য—

ক) গড়গড় ঘড়ঘড় চলিয়াছে গাড়ী।

খ) ছুটছে মটর **ঘটর ঘটর** ছুটছে গাড়ী জুড়ি।

গ) গেয়ে **কলকল** হেসে **খলখল তালেতালে**
দিয়ে তালি।

ঘ) ফোকলা দাঁতে **ফিকফিক** হাসি।

ঙ) রাত দিন **ঝম্ ঝম্** রাতদিন **টুপ্ টুপ্**
কি সাজে সেজেছ রাণী একি আজ অপরূপ।

চ) **ঝুমুর ঝুমুর** নূপুর বাজে আলতা পরা পায়।

ছ) শূন্যে বাজায় ঘন ঘন হাওয়ায় হাওয়ায়
শন্ শন্ সাপ খেলাবার বাঁশি।

জ) সহসা তাই কোথা হতে **কুলু কুলু**
কল কল স্রোতে।

এ ছাড়া আরও কতগুলি দৃষ্টান্ত, যথা :—বন্ বন্, সন্ সন্, টিপ্ টিপ্, ঠকাঠক্, ঠকাস্ ঠকাস্, দ্রুম্ দ্রাম।

অনুভূতিগ্রাহ্য

অনুভূতি গ্রাহ্য শব্দ ধ্বনির দ্বারা কেবলমাত্র অনুভূতি গ্রাহ্য গুণ বা ভাবকে প্রকাশ করে।

ক) শূন্যতাবাচক—

ক) পাল্কী চড়ে বর চলেছে
ধু ধু মাঠের পর।

খ) তোমায় বিনে ঘর মোর করছে **খাঁ খাঁ**।

গ) **ঝাঁ-ঝাঁ** রোদ্দুর।

খ) **ফুট ফুটে** জোছনায় **ধব ধবে** আঙিনায়
একখানি মাদুর বিছায়ে,
শিশুটি শোয়ায়ে কাছে জননী শুইয়ে আছে
গৃহ কাজে অবসর পেয়ে।

খ) পূর্ণতাবাচক—

ক) দীঘি ভরা জল করে **চল্ চল্**।

খ) পুকুরের জল করে **থৈথৈ**।

গ) বর্ষাকালে নদী নালা জলে
টুবু টুবু হয়ে গেছে।

ঘ) আষাঢ়ে বাদল নামে, নদী **ভর ভর**।

গ) বর্ণের স্বরূপ বাচক—

ক) ও পারেতে লঙ্কা গাছটি লাল **টুক্ টুক্** করে।
এ পারেতে ভাই আমার মন কেমন করে।

ঘ) শরীরের অনুভূতি বাচক—

ক) সাঁঝ রাতে দাঁত করে **কন কন** কন্
ফোঁড়ার ব্যথায় করে **টন্ টন্** টন্।

খ) ছত্র ভঙ্গ সেনাদল বুক **ধড়ফড়**……।

গ) শ্যাওড়া তলায় যেতে আমার
গা করে **ছম ছম**।

তিনটে ছুঁচো ঘুঙ্গুর পায়ে নাচছে রে
ঝম্ ঝম্ (শব্দবাচক)

ইহা ছাড়া আরও কতগুলি দৃষ্টান্ত আছে যেমন :—গা রী রী করা, গা ঘিন ঘিন করা।

ঙ) গতি বাচক—

ক) আসছে কারা **হন্ হনিয়ে**…।

খ) **হুড়মুড়িয়ে, ধুপ ধুপিয়ে গড় গড়িয়ে**
যাচ্ছে ওরা।

গ) পিপীলিকা চলে **পিল পিল**।

ঘ) চুপ চুপ ঐ শোন **ঝুপ ঝুপ ঝপাস্**
চাঁদ বুঝি ডুবে গেল **গব্ গব্ গবাস্**।

ঙ) **চট্ পট্** পথ চল্।

চ) মেঘেরা তাই হেসে হেসে
আকাশে চলে **ভেসে ভেসে**।

অনুকারাত্মক শব্দ

ক) দ্বিতীয় শব্দের প্রথম বর্ণে 'আ'—কার যোগে ধ্বনির বৈচিত্র্য সৃষ্টি করে।

ক) শিল পড়ে **টুপ টাপ** (টুপ টুপ)
খোকাখুকু **চুপ চাপ**।

খ) হুটোপুটি ছুটাছুটি
সারাবেলা **দুপ দাপ** (দুপ দুপ)

আরও কয়েকটি দৃষ্টান্ত যেমন :—
ধুম ধাম, ফিট্ ফাট্, মোট্ মাট্, মিট্ মাট্।

খ) প্রথম শব্দের আকার যোগে কখনো প্রত্যুত্তর কখনো বা অবিচ্ছেদের ভাব প্রকাশ করে।

ক) **টপ টপ টপা টপ** খেয়ে ফেল মিষ্টি।

খ) **ঝন ঝন ঝনা ঝন** লেগে গেল যুদ্ধ।

গ) শৃংখলে বার বার **ঝন ঝন** ঝংকার
নয় এত তরুণীর ক্রন্দন শংকার।

শব্দ ভিত্তিক

(দ্বিরুক্ত শব্দ বা শব্দ দ্বৈত)

শব্দ দ্বৈত নানা অর্থে ব্যবহৃত হইয়া থাকে।

১) পৌনঃ পুন্য বা পুনরাবৃত্তি বাচক—

ক) চাও কেন **পিটি পিটি**
উঠে পড় লক্ষীটি।

খ) নূপুর বাজে **পায়ে পায়**।

গ) সে ছেলে কে চায় বল, **কথায় কথায়**
আসে যার চোখে জল, মাথা ঘুরে যায়।

ঘ) পিছন ফিরে **বারেবারে**
কাহার পানে চাহিস্ ওরে।

ঙ) সাগর কূলের এই বাতাসে
ক্ষণে ক্ষণে চক্ষে আমার তন্দ্রা আসে।

২) পরস্পর সংযোগ অর্থে :—

ক) **মুখে মুখে** উত্তর দাও।

খ) চোরটিকে **চোখে চোখে** রাখ।

গ) সকালে উঠিয়া আমি **মনে মনে** বলি,
সারাদিন আমি যেন ভাল হয়ে চলি।

৩) নিয়ত বর্তিতা বাচক—(সর্বদা লাগিয়া থাকার ভাব)

ক) ঠাকুর বাড়ীর **ঠেলাঠেলি** লোকের নাহি শেষ

গ) বাসে এত লোকের **ঠাসাঠাসি** যে
ঠেসাঠেসি করে বসতে হলো।

৪) ধারাবাহিকতা বাচক
(অনুক্রম বাচক, সমকালীনতা বাচক):—

ক) বিশ্ব যবে চলে যাবে **কাঁদিতে কাঁদিতে**
একা আমি পড়ে রব কর্তব্য সাধিতে।

খ) **যেতে যেতে** একলা পথে
নিবেছে মোর বাতি।

৫) বহুলতা বাচক :—

ক) আম পাতা **জোড়াজোড়া**
মারব চাবুক চোড়ব ঘোড়া।

খ) ডুলি চলে **সারি সারি**
রসগোল্লা **হাঁড়ি হাঁড়ি**
যাচ্ছে সবাই বিয়ে বাড়ী।

গ) **কাতারে কাতারে** সেনা, বাজে রণভেরী।

ঘ) **বর্ষে বর্ষে দলে দলে** আসে বিদ্যামঠ তলে
চলে যায় তারা কলরবে।

ঙ) চরকার ঘর ঘর (শব্দ বাচক) পড়শীর **ঘরঘর**
ঘর ঘর ক্ষীর সর আপনায় নির্ভর।

চ) **মাঠে মাঠে** ধান ধরে নাক আর।

ছ) **গ্রামে গ্রামে** সেই বার্তা রটি গেল ক্রমে।

জ) ফাল্গুন বিকশিত কাঞ্চন ফুল
ডালে ডালে পুঞ্জিত আম্র মুকুল।

৬) বিশেষ নিশ্চয়তা সূচক অর্থে (প্রকর্ষ বাচক) :—

ক) চাঁদা মামা, চাঁদা মামা
গরম গরম পায়েস দেব
এসো মোদের বাড়ী।

খ **ঠিক ঠিক** হিসাব দাও।

গ) **টাটকা টাটকা** জিলীপি খাও।

ঘ) **হাতে হাতে** কাজটা কর।

ঙ) **গলায় গলায়** ভাব।

৭) দ্বিধা অর্থে :—

ক) অনেকক্ষণ থেকেই **উঠি উঠি** করছি।

খ) মেঘ বলেছে **যাব যাব**
চাঁদ বলেছে যাই।

৮) মৃদুতা অর্থে :—

ক) আকাশ আজ **মেঘ মেঘ** করছে।

খ) **হাসি হাসি** মুখে কথা বলছে।

৯) আসন্নতা অর্থে :—

ক) তোর এমন **কাঁদ কাঁদ** অবস্থা কেন ?

খ) সেদিন বরষা ঝর ঝর (শব্দ বাচক) ঝরে,
কহিলা কবির স্ত্রী, "রাশি রাশি (বহুলতা
বাচক) মিল করিয়াছ জড়ো,
রচিতেছ বসি পুঁথি বড় বড় (বহুলতা বাচক)
মাথার উপরে বাড়ী **পড় পড়**
তার খোঁজ রাখ কি ?"

১০) সাদৃশ্যার্থে :—

ক) এসো ভাই **চোর চোর** খেলি।

খ) **কাদা কাদা** ভাত খেতে ভাল না।

গ) উলু উলু উলু
সিঁদুর পরা ইঁদুর মেয়ের
চক্ষু **ঢুলু ঢুলু**।

১১) অসম্পূর্ণতা অর্থে :—

ক) আজ বেশ **শীত শীত** করছে।

খ) শরীরটা ভাল নেই, **জ্বর জ্বর** লাগছে।

গ) সূর্যি **ডোবে ডোবে**।

১২) পারম্পর্য অর্থে :—

ক) এত **গালাগালি** কিসের জন্য, শুনি ?

খ) ছেলেরা **দৌড়াদৌড়ি** করে খেলতে লাগল।

গ) মাল **চেনাচেনি** দর **জানাজানি**
কানা কড়ি নিয়ে কত **টানাটানি**,
হানাহানি করে কেউ নিল ভরে
কেউ গেল খালি ফিরে !

ঘ) মৌরা সব ফুলের কানে করছে **কানাকানি**।

উপরি উক্ত শব্দ দ্বিত্ব ব্যতীত আরেক প্রকার শব্দ দ্বিত্ব আছে। সে স্থলে পদটি কথঞ্চিৎ বিকৃত পরিবর্তিত হইয়া থাকে। পদগুলির প্রথমাংশ অর্থবিশিষ্ট, কিন্তু দ্বিতীয়াংশের কোন অর্থ নাই। ট, ফ, স, যোগে অনেক সময় দ্বিরুক্ত শব্দটির রূপান্তর হয়। যেমন :—

ক) খোকন বলে "**চা-টা** দাও
মুড়ি-টুড়ির সাথে,
মণ্ডা-মিঠাই চাই না আমি
দিও না মোর পাতে।"
দিদি বলে "খোকন এসো
জুতো-টুতো খুলে,
খাবে যদি এ বৃষ্টিতে
মণ্ডা মিঠাই ফেলে।"

আরও কতগুলি দৃষ্টান্ত আছে যেমন :—

ঘটি-টটি, জল-টল, বই-টই, ভাত-টাত।

খ) খোকা মোর দিন রাত
করে সব কত কাজ।
সারাদিন কাজ তার
করে সব **কাজ-ফাজ**
সাথে সাথে দাদা তার
খেলে যদি **তাস্-ফাস্**।
সব গোল মিটে যায়
হয়ে যায় **ফুস্-ফাস্**।

এগুলি আর ও কতগুলি উদাহরণ দেওয়া হলো, যেমন :—

লুচি-ফুচি, ভাত-ফাত, ইত্যাদি।

গ) বকুম বকুম (শব্দার্থে) পায়রা গুলির
রকম-সকম দেখে।

ঘ) **মোটা-সোটা** মানুষটি **আঁট-সাঁট** পোষাক
পরে জড় সড় হয়ে বসে রয়েছে।

যুগ্ম শব্দ

প্রায় সমার্থক শব্দযোগে—(শেষাংশ অর্থহীন)

ক) দামোদরের **হাঁড়ি-কুড়ি**
বাইরে বসে চাল কাঁড়ি।

খ) **নেড়ে-চেড়ে** দেখি বুড়ো মরে রয়েছে
ফেন গালবার সময় বুড়ো নেচে উঠেছে।

গ) **রেঁধে-বেড়ে খেয়ে দেয়ে** স্কুল করা কষ্টকর।

ঘ) ...আমার সাথে **ঝগড়া-ঝাটি করে**
দিন ফুরালো।

আরও কতগুলি দৃষ্টান্ত যেমন :—

সেজে-গুজে, তাড়াহুড়ো, হুটোপুটি।

সমার্থক শব্দ যোগে :—

ক) যেমনি তাদের **গড়ন-পেটন**
তেমন **মতি-গতি**।

খ) **হৃষ্ট-পুষ্ট কেলে-কেষ্ট** চারটে তাহার ছেলে।

গ) রুচি সম্মত **সাজ-সজ্জা** মানুষকে শ্রীমণ্ডিতকরে

ঘ) **ধন-দৌলতে** সন্ন্যাসীর কোন প্রলোভন নাই

ঙ) তুমি কি **লজ্জা-সরমের** মাথা খেয়েছ।

চ) **ছাই-ভস্ম** যার হয় অলংকার
পারিবি কি দিতে সেই উপহার ?

দুইটি অসমাপিকা ক্রিয়া যোগে :—

ক) **হেসে-খেলে** দিন কাটালে।

খ) কাজটি **রয়ে-সয়ে** কর।

গ) **কেটে-ছেঁটে** বাদ দাও।

ঘ) **মেজে-ঘসে** সাফ্ করো।

নিরর্থক অনুকরণে ও দ্বিরুক্ত হয় :—

ক) মাটির পুতুল **নটর-পটর**
পিঁপড়ে ধরে ছাতি।

খ) এখন কেন **ছট্-ফটানি**
ফোঁস-ফোসানি রোষে।

গ) নিয়ে কেবল **খুঁটি-নাটি**
মনে মনে ফন্দি আঁটি।

ঘ) প্রাণটি করে **আই-ঢাই**।

এ ছাড়াও আবোল-তাবোল, হিজি-বিজি, আগড়ম-বাগড়ম্। ফষ্টি-নষ্টি, কাচু-মাচু, পোকা-মাকড়, কড়-মড়, ভয়-ডর। গর-গর, হাঁচোর-পাচোর। ইত্যাদি।

বাংলা ভাষার নিজস্ব সম্পদ এই দ্বিরুক্ত শব্দগুলি বাংলার ছড়া ও গান এবং পদ্য ও গদ্য—এক কথায় বলতে গেলে বাংলা সাহিত্যকে রস সমৃদ্ধ করে তুলেছে।

যাঁরা এগুলি রচনা করেছেন তাঁদের নামের তালিকা—

সন্ধি — কল্যাণী চৌধুরী।
বাসন্তী ঘোষ।
রাজু দে।
দুর্গা বাগচি।
লিলি ব্যানার্জি।

সমাস — রেবা ঘোষ।
স্মৃতি বিশ্বাস।
অপর্ণা মজুমদার
বাসনা ব্যানার্জি।
রত্না রায়।
কণিকা ঘোষ।
গায়ত্রী ব্যানার্জি।

কৃৎপ্রত্যয়— ঋদ্ধি ভট্টাচার্য।
স্বলেখা চ্যাটার্জি।
রমা বসু।
বন্দনা চ্যাটার্জি।
মাধুরী সোম।

তদ্ধিত প্রত্যয়—সান্ত্বনা মেতিয়া
রমা ঘোষ।
রমা মৈত্র।
অঞ্জনা চৌধুরী।
করবী সেন।

দ্বিরুক্ত শব্দ —উষা রায়।
কল্যাণী বসু রায়
বাণী ভট্টাচার্য।
প্রীতি সান্ন্যাল।
রেণুকা বোস।
ময়না চক্রবর্তী।

কৈফিয়ৎ

শ্রাবণীর অষ্টম সংখ্যা প্রকাশিত হ'ল। বৎসরে একবার প্রকাশের যে দোষ অসম্পূর্ণতা—তা এতে বর্তিয়েছে, তবে যদি পাঠকেরা একে শিক্ষক সমাচারের বাংলা বাড়তি অংশ ব'লে গ্রহণ করেন তবে সে দোষের স্খালন হবে। সর্বভারতীয় যোগসৌকর্যের জন্য আমাদের সাধারণ বিবৃতিগুলি ইংরেজিতে প্রকাশিত হয়, কিন্তু এমন অনেক বিষয় আছে যা বাংলার নিজস্ব এবং বাংলায় ভিন্ন প্রকাশ্য নয়; সেগুলির বাহন হ'ল শিক্ষকত্রৈমাসিকের পঞ্চম পদ শ্রাবণী।

সম্পাদকীয় বিবৃতি এবং একটি করে প্রবন্ধ ভিন্ন শিক্ষিকাদের কাজের বিষয় নিয়ে এই পত্রিকার কারবার। যাঁরা স্বয়ং শ্রেণিতে পড়ান তাঁদের রচিত প্রশ্নাবলি, পাঠটীকা, পাঠ্যবিষয় পরিকল্পনা, বিষয় বিশ্লেষণ সংকলন প্রভৃতি প্রকাশ করা হয় এই আশায় যে যে কার্যক্রম একবার সাফল্যের সংগে গৃহীত হয়েছে তাকে অবলম্বন করে অন্যেরা সাফল্য পাবেন এবং শিক্ষার মানের উন্নতি হবে।

এ-সংখ্যার প্রধান বিষয় হ'ল উচ্চশ্রেণির পাঠ্যপুস্তকের বিষয়াবলম্বনে কিছু নোতুন ধরণের প্রশ্নের নোমুনা এবং বাংলাভাষায় শব্দগঠনের কতকগুলি প্রক্রিয়ার পাঠদানের আধুনিক পদ্ধতির দিকে দৃষ্টি রেখে বিষয় বিস্তার।

বিদ্যালয়ে অতি প্রাচীন মরচেধরা পরীক্ষাযন্ত্রের ব্যবহার অন্ধের মতো আঁকড়ে থাকার অজুহাতরূপে অনেকে বলেন যে নিচের শ্রেণিতে যাই হোকনা কেন ওপরের ক্লাসের পরীক্ষায় উদ্দেশ্য-ভিত্তিক বিষয় ও বস্তুনিষ্ঠ প্রশ্ন অচল। আমাদের চেষ্টা এই অপবাদ অপ্রমাণ করা এবং শিক্ষিকারা একত্র হয়ে তারই প্রয়াসে নবম ও তদূর্ধ্ব শ্রেণির জন্য কিছু কিছু নোতুন রীতির প্রশ্ন রচনা করেন। এখন পর্যন্ত সর্বাংশে সফল না হ'লেও কিছু কিছু সাফল্য যে তাঁরা পেয়েছেন তা তাঁদের কাজের নোমুনা দেখে বোঝা যায়।

নোতুন ধরণের প্রশ্নে যে কেবল ছাত্রদের মূল্যায়ন অধিক প্রামাণ্য ও সম্পূর্ণ হয় তা নয়, তাতে শিক্ষকদের খাতার বোঝাও কমে। মালবাহী জীবের ঘাড়ে (এমনকি যন্ত্রের ওপরও) যদিচ্ছা মাল চাপিয়ে তাকে চালানো যায় না; ভার অত্যধিক হ'লে প্রথম তার বেগ কমে যায় ও শেষে গতিভ্রংশ ঘটে। অতিরিক্ত সংখ্যক খাতার বিষয়েও এই কথাই প্রযোজ্য, এতে শিক্ষকের মতিভ্রংশের ফলে সং-শোধনের ত্রুটিবিচ্যুতি থেকে সততার অভাব পর্যন্ত নানা দোষ ঘটা সম্ভব। অন্যপক্ষে দেখি রচনামূলক কাজ চূড়ান্তপরিমাণ বাড়িয়েও শিক্ষার মানের অধোগতি রুদ্ধ হচ্ছে না, বরংচ খাতার সংখ্যাবৃদ্ধির সরা-সরি অনুপাতে অবনমিত হয়ে চলেছে। এই সমস্যার নিরসনে শিক্ষিকাদের অবদানটুকু কার্যকর হবে সে আশা আমাদের আছে।

বাংলা পড়ানোর আরেকটি সমস্যা—ব্যাকরণ। ছাত্রসমাজের ভাষাপ্রয়োগের অবিশুদ্ধির পরিমাণ দেখে অতি প্রত্যক্ষভাবে এই সত্য উদ্ঘাটিত যে ব্যাকরণের বোঝা তাদের কোনো উপকারে আসছেনা।

উপরন্তু চন্দনবাহী গর্দভের মতো "ভারস্য বেত্তা নতু চন্দনস্য" হয়ে তারা ব্যাকরণবিভীষিকার কবলে পড়ছে। প্রতিকার হ'তে পারে দুটি পথে। প্রথমত, ব্যাকরণকে বইয়ের কুক্ষিগত না রেখে ভাষা ব্যবহারের নিত্য সংগী করে, দ্বিতীয়ত ভাষা বিস্তারের দিকে ছাত্রদের আকৃষ্ট করার মতো মনোজ্ঞ ও প্রাঞ্জলভাবে পড়িয়ে।

বর্ত্তমান সংখ্যায় ব্যাকরণের কয়েকটি বিষয়ের মধ্য দিয়ে এই দুটি বিষয় ফুটিয়ে তোলার চেষ্টা হয়েছে। ছোট শিশুর মধ্যে যে বিশেষণের অদম্য ইচ্ছা থাকে। যার বশে সে সমস্ত সচল খেলনা, এমনকি কাজের জিনিষ কেহ ভেঙেচুরে তার রহস্যভেদ করতে চায়। বিদ্যালয়ের প্রচলিত কার্যক্রম প্রথম থেকে আরম্ভ করে দশম-একাদশ শ্রেণী পর্যন্ত তাকে নিষ্পেষননিষ্ক্রান্ত করে নিষ্প্রশ্ন কর্তাভজার দল তৈরী করে।

ব্যাকরণের প্রদত্ত বিষয়গুলিতে সেই আদিম বিশ্লেষণী কৌতুহলের ব্যবহারে ব্যাকরণে আগ্রহ জন্মাবার পথ দেখানো হয়েছে, চোখে আঙ্‌ুল দিয়ে ব্যাকরণের তথ্যকে প্রত্যক্ষবৎ করার ছবি দেওয়া হয়েছে। শিক্ষকেরা যথাযথভাবে প্রদর্শিত পদ্ধতির প্রয়োগ করতে পারলে সুফল পাবেন।

কল্যাণী কার্লেকর।

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